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ABSTRACT

The Portland (Oregon) Public School Project Career Education (PCE) guide for grades 7-8 opens with an outline of the eight concepts to be implemented into the curriculum and a brief description of the four interwoven and interdependent life role definitions (vocational, leisure, family, and citizen). This is followed by a sample 7-8 implementation format, an activity evaluation form, a list of national and Oregon career clusters, The National Standard Career Education Model, and a sample career exploration activity format. The body of the document provides integrated career exploration activities in art (13 activities), health (27 activities), industrial education (21 activities), language arts (40 activities), mathematics (18 activities), home economics (32 activities), and music (23 activities). For each activity the theme, grade level, curriculum area, elements, life role, career cluster, purpose, objectives, materials resources, and procedures are outlined. The final section contains two cross reference lists of the activities by curriculum area, project components, elements, and life role and a project component section discussing the goals, concepts, and components (resources, field trips, speakers and speakers guide) of Project Career Education. (BP)

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AWARENESS
EXPLORATION
PREPARATION

ACTIVITIES FOR CAREER EDUCATION 7 8

PORTLAND PUBLIC SCHOOLS
AREA II

"NOT TO TEACH DIFFERENT THINGS
BUT TO TEACH DIFFERENTLY"

VOLUME I

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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AWARENESS
EXPLORATION
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PROJECT CAREER EDUCATION
PCE/K-10

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PCE / K-10
Activities for Career Education

Volume I

Marshall Attendance Area
Portland Public Schools
Area II

Acknowledgements

ACTIVITIES FOR CAREER EDUCATION 7/8

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Tom Parr PCE K-10, Project Coordinator	Leroy Wallis Area II, Career Education Specialist

MINIMAL EXPECTATION

Implementation of at least one activity from any curriculum area per teacher, per month.

A. Activity may be selected from
   1. pre-prepared notebook activities
   2. individually-designed activities.

B. Activity will be evaluated using form provided in pocket section.

"OUR GOAL IS NOT TO TEACH DIFFERENT THINGS, BUT TO TEACH DIFFERENTLY."

CONCEPTS

SELF AWARENESS:

1. The student will come to know himself, learn to understand, accept and respect his uniqueness in terms of his past development and as changes occur as a result of learning, growth, maturation, environment and society.
2. The student will learn the importance of establishing (although tentative) personally relevant goals based upon his self understanding.

EDUCATIONAL AWARENESS:

1. The student will recognize that learning is a continuous process that occurs both outside of school as well as in school, and both are a part of their career development.

CAREER AWARENESS:

1. The student will develop an understanding of the variety, characteristics, qualifications and changing needs of occupations in the world or work.

ECONOMIC AWARENESS:

1. The student will understand the relationship between various occupational roles and related personal economics and how these may influence his life roles.

DECISION MAKING:

1. The student will become proficient in the process of identifying, gathering and using resource information as a part of the decision making process.
2. The student will understand that the decision making process includes responsible action in identifying possible alternatives, selecting the alternative most consistent with his values and goals and in taking the steps necessary to achieve the chosen goal.

BEGINNING COMPETENCY:

1. The student will develop the technical and general competencies needed to get, hold and succeed in a career area of interest to him.

EMPLOYABILITY SKILLS:

1. The student will recognize and understand the advantages and responsibilities associated with working independently as a member of a cooperative team and/or in being supervised or directed.
2. The student will develop through his educational experiences (especially in those areas that relate to career preparation), the basic work habits and attitudes regarded as necessary for entry and performance in the occupation and career of his choice.

CONCEPTS (Cont.)

ATTITUDES AND APPRECIATIONS:

1. The student will recognize that once a task or job is accepted there are certain responsibilities to himself and others.

2. The student will recognize differences in others and will develop tolerance and flexibility in his interpersonal relationships.

LIFE ROLE DEFINITIONS

VOCATIONAL:	Our economic role as a worker; through this role each of us fulfills our responsibilities within a productive society by the development of our individual potential in order to meet the demands of our society.
LEISURE:	How we spend our non-working hours; our hobbies, our avocations; how we pursue and develop our individual interests, including volunteer work in the community.
FAMILY:	Our place within our family unit, whatever that family unit may be; our responsibilities within that family unit including the physical and emotional well-being of ourselves and the other family unit members.
CITIZEN:	Our role in our community; the role we play in our local, state, and national government; our view, committment and the degree of responsibility we take in our environment.

ALL FOUR ROLES ARE INTERWOVEN AND INTERDEPENDENT

Table of Contents

Minimal Expectation

Sample 7-8 Notebook Implementation Format
- Activity Format
- Activity Evaluation Form

Career Clusters
National Elements
Curriculum Sections
- Art
- Health
- Home Economics
- Industrial Education
- Language Arts
- Math
- Music

7-8 NOTEBOOK IMPLEMENTATION FORMAT

(Sample)

Aug. 30, 1973 1:00 - 3:00

1. Total faculty (15 min)
   - a. PCE K-10 overview (Building Coordinator)
   - b. Refer to K-10 proposal
2. Break into grade level groups (Building Coordinator assign leaders)
   - a. K-6
   - b. 7-10
3. 7-8 Sample Format (approx. 1 hour)
   - a. Summer workshop results
     - purpose (activitiy development for Career Education integration)
     - who involved (list in notebook)
   - b. Activity format (overhead #1)
     - purpose (Career Education emphasis)
     - objectives (measurable student outcomes)
     - short, sample, useable
   - c. Minimal Expectation
     - go over, qestion and answer (in notebook)
     - blank forms in notebook for our creative ideas (in back)
   - d. Evaluation form (overhead #2)
     - show and tell
     - located in pocket (Building Coordinator extra forms)
   - e. Hand out notebook - give time to pursue - question and answer
   - f. Sample demonstration
     - "To Tell the Truth"
     - "Take a Blank To Lunch"
   - g. Individual building needs
     - Building Coordinators handle individually
   - h. First week committment
     - suggest use as "kick-off" for Career Education
     - Career Education Coordinator follow-up
   - i. Building Coordinator is their resource person

CAREER EXPLORATION LESSON EVALUATION

Lesson Title ____

Curriculum Area ______________________ Activities Number __________

	Poor				Excellent	
1. How well did you like it?	1	2	3	4	5	6
2. How well did it accomplish the stated objective?	1	2	3	4	5	6
3. Student reaction -	1	2	3	4	5	6

4. Activity used by __________ whole class __________ small group

5. "Comment, please"

Name of evaluator ______________________ School ________________

Date of evaluation ______________________ Grade ________________

5 x 7 card --

Provide 10 evaluation cards in pocket section.

Each activity used should be evaluated using these cards.

Extra cards available through Building Coordinator.

PCE K-10
June/73

CAREER CLUSTERS

NATIONAL CLUSTERS

- BUSINESS AND OFFICE
- MARKETING AND DISTRIBUTION
- COMMUNICATION AND MEDIA
- CONSTRUCTION
- MANUFACTURING
- TRANSPORTATION
- AGRICULTURAL BUSINESS AND NATURAL RESOURCES
- MARINE SCIENCE
- CONSUMER AND HOMEMAKING
- ENVIRONMENTAL CONTROL
- PUBLIC SERVICE
- FINE ARTS AND HUMANITIES
- HEALTH
- HOSPITALITY AND RECREATION
- PERSONAL SERVICE

OREGON CLUSTERS

- AGRICULTURE
- BOOKKEEPING/ACCOUNTING
- CLERICAL
- SECRETARIAL
- MARKETING/DISTRIBUTIVE EDUCATION
- HEALTH
- SOCIAL SERVICE
- FOOD SERVICE
- ELECTRICAL-ELECTRONICS
- CONSTRUCTION
- METAL WORKING
- MECHANICAL AND REPAIR
- WOOD PRODUCTS
- GRAPHIC ARTS

THE NATIONAL STANDARD CAREER EDUCATION MODEL - KINDERGARTEN THROUGH ADULT

EIGHTH GRADE

ELEMENTS OF CAREER EDUCATION	GOAL STATEMENTS
1. APPRECIATIONS AND ATTITUDES	Understand the impact of work in one's life and resulting need to make a meaningful career choice.
2. SELF AWARENESS	Develop self perception of abilities and interests as related to actual career requirements.
3. DECISION MAKING	Apply decision-making process to study of careers.
4. EDUCATIONAL AWARENESS	Identify present life-style and conditions determining that style.
5. CAREER AWARENESS	Understand the relationships between interests and abilities and career clusters.
6. ECONOMIC AWARENESS	Understand economic potential as related to career clusters, i.e., relate cost of entering a field to future expected income.
7. SKILL AWARENESS, BEGINNING COMPETENCE	Use basic tools found in career clusters.
8. EMPLOYABILITY SKILLS	Relate personal and social interaction skills to career clusters.

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CAREER EXPLORATION

Theme: ____________________

Grade Level____________________
Curriculum Area____________________
Elements____________________
Life Role____________________
Career Cluster____________________

Purpose:

Objectives:

Materials:

Procedure:

ART

The purpose of the following activities is to help students become aware of careers in art. Each activity is designed to provide the student with a problem-solving situation related to a specific art career.

1. Careers in Art
2. Advertising Artist
3. Architectural Toothpicks
4. Book Illustrator
5. Cartoonist
6. Commercial Artist
7. Fashion Designer
8. Greeting Card Illustrator
9. Industrial Designer I
10. Industrial Designer II
11. Interior Decorator
12. Package Designer
13. Stage or Set Designer

Additional Activities / cross reference to other sections

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Architectural Toothpicks	Art 3
Book Illustrator	Art 4
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Commercial Artist	Art 6
Fashion Designer	Art 7
Greeting Card Illustrator	Art 8
Industrial Designer	Art 9
Industrial Designer	Art 10
Interior Decorator	Art 11
Package Designer	Art 12
Stage or Set Designer	Art 13

Additional Activities

Cross reference to other sections

CAREER EXPLORATION

Theme: Careers in Art

Grade Level 7/8
Curriculum Area Art
Elements 1, 2, 3, 4, 5, 7
Life Role Vocational
Career Cluster Graphic Arts
Drafting

Purpose: To acquaint students with the span of jobs available in the area of art.

Objectives: Students will investigate and summarize in writing a job description of 6 of 18 careers which are art-related.

Materials: Careers in Art posters available through LeRoy Wallis' office.
DOT
Occupational Outlook Handbook

Procedure:
1. Using resource materials listed, and any others the students can locate, have the students prepare summaries of occupational information for 6 or more jobs related to the field of art.
2. Write a) other qualities besides interest or talent in an art (some aspect) b) analyze and list qualities or abilities which are important in addition to art talent in art related jobs c) job description for work involved for 6 jobs.

Job Reference list from poster series

1. Architect
2. Industrial designer
3. Stage designer
4. Fashion illustrator
5. Interior decorator
6. Greeting card illustrator
7. Museum curator
8. Display artist
9. Package designer
10. Advertising artist
11. Art historian
12. Art teacher
13. Book illustrator
14. Artist
15. Art gallery manager
16. Amateur artist
17. Cartoonist
18. Layout artist

By Jan Paeth

CAREER EXPLORATION

Theme: Advertising Artist "the commercial artist"

Grade Level 7/8
Curriculum Area Art
Elements 1, 2, 3, 4, 5, 7
Life Role Vocational
Career Cluster Graphic Arts

Purpose: Students will become acquainted with the job requirements in the field of the advertising artist.

Objectives:

1. Students will research and summarize in writing or in pictures 5 to 10 job requirements and future job outlook for a person interested in the field of advertising art.
2. Students will design their own advertisement for a given product.

Materials:

1. Oil crayon drawing
   a) oil crayons
   b) 12"x18" white drawing paper

or 2. Wax crayon resist:
   a) wax crayons
   b) black tempera or India ink
   c) paint brushes
   d) 12"x18" white drawing paper

or 3. Collage
   a) 12"x18" construction paper (any color)
   b) Elmer's Glue or rubber cement
   c) magazine pictures

4. DOT
5. Occupational Exploration Kit SRA
6. Careers in Art posters (available through LeRoy Wallis' office)
7. Occupational Outlook Handbook
8. Manpower Resource of the State of Oregon
9. art books from school library
10. a smock

Film: "Crayon Resist", F. 4-12, 5 min.

Procedure: example: topic-sports

1. display in the classroom several pieces of sports equipment (football, basketball, baseball...)
2. students, as advertising arts, will do a crayon drawing (no pencils allowed) or collage illustrating the chosen equipment in action.

(N.B. It should be brought to the attention of 7th and 8th graders that crayons are a valid art media for any age. If enough pressure is applied to wax crayons the resulting colors are vivid and pleasing. Color may also be enhanced if no paper is left showing. In other words, cover the entire page with color.)

3. finished design may be displayed in the classroom.

By C. Cooper

CAREER EXPLORATION

Theme: Architectural Toothpicks continuing activity

Grade Level 7/8
Curriculum Area Art, Industrial Arts
Elements 1, 2, 3, 4, 5, 7
Life Role Vocational
Career Cluster Drafting

Purpose: By means of research and a toothpick structure students will gain a better understanding of the architectural field.

Objectives:

1. By constructing a toothpick structure student will face the same types of engineering and aesthetic problem solving situations as does an architect.
2. On the blackboard students will list 5 to 10 educational requirements of an architect.

Materials:

1. Toothpicks (flat toothpicks are usually easier to work with)
2. Du Pont's Duco fast-drying wood cement (avoid airplane glue)
3. Pieces of cardboard or wood for the base (a base is not absolutely necessary)
4. SRA Occupational Exploration Kit
5. Occupational Outlook Handbook
6. Newspaper
7. Careers in Art posters (available through LeRoy Wallis' office)
8. Art books from school library

Procedure:

1. Each student will have
   a) one box of toothpicks
   b) one small tube of Duco Cement
   c) one base (if desired)
   d) newspaper to cover working area
2. Before beginning the entire class should read the directions and precautions that are written on the tube of glue.
3. Work in a well ventalated room.
4. Recap the glue when not in use.
5. Clean the mouth of the glue tube before resealing to avoid sealing the cap to the tube.
6. Gluing requirements a) use small amounts of glue. b) no excess glue should be left on the structure do a "clean cut" gluing job. (no architectural firm would hire a messy architect.

Theme: Architectural Toothpicks continuing activity (cont.)

7. Experiment with various ways to connect the toothpicks.
8. Students may construct a building form or a free form structure. N.B. The base of the construction must be secure to avoid future disaster.
9. The toothpick structure can not possibly be completed in one day. Some students have spent weeks or months on one structure.
10. Finished projects may be left in natural state or spray painted.
11. After using research materials students will list on the blackboard 5 to 10 educational requirements for an architect.

By C. Cooper

CAREER EXPLORATION

Theme: Book Illustrator

Grade Level 7/8
Curriculum Area Art
Language Arts
Elements 1, 2, 3, 4, 5
Life Role Vocational
Career Cluster Graphic Arts

Purpose: Students will become acquainted with the job requirements in the field of a book illustrator.

Objectives: By means of research students will list on a bulletin board displaying 5 to 10 educational requirements of a book illustrator. Students will also display their own illustrations of a character from a given book or chapter from a book.

Materials:

1. white drawing paper
2. colored pencils or colored chalk (may be sprayed with an inexpensive hair spray to fix the chalk.) or crayons. (N.B. It should be brought to the attention of 7th and 8th graders that crayons are a valid art media for any age. If enough pressure is applied to wax crayons the resulting colors are vivid and pleasing. Color may also be enhanced if no paper is left showing. In other words, cover the entire page with color.
3. a smock
4. Occupational Exploration Kit SRA
5. Careers in Art posters (available through LeRoy Wallis' office)
6. Occupational Outlook Handbook.

Films: "Crayon" F. 4-9, 15 min.
"Crayon Resist" F.4-12, 5 min.

Procedure:

1. A student or the teacher, will read to the class a short book (primary books are usually good for this type of assignment) or a chapter for a book (i.e. adventure stories, science fiction, etc.) to the class.
2. Students will then illustrate and title one character from the book and place that character in the setting verbally described by the author.
3. Place on a bulletin board the title of the book, the students' illustrations, and the list of job requirements for a book illustrator.

By C. Cooper

CAREER EXPLORATION

Theme: Cartoonist

Grade Level 7/8
Curriculum Area Art
Elements 1, 2, 3, 4, 5, 7
Life Role Vocational
Career Cluster Graphic Arts

Purpose: By means of teacher presentation the students will become acquainted with the job requirements of a cartoonist.

Objectives:

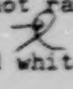
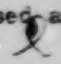
1. Students will verbally define the term "free-lance"
2. A small group of students will list on the black board 5 to 10 requirements and the job outlook of a cartoonist
3. By means of "scribble pictures" students will draw a unique cartoon personality.

Materials:

1. 12"x18" or 18"x24" white drawing paper
2. Crayons, chalk or colored pencils
3. Careers in Art posters (available through LeRoy Wallis' office)
4. Occupational Outlook Handbook
5. Occupational Exploration Kit SRA
6. A smock

Film: "Discovering Line" F. 4-12, 17 min.
"Line" F. 4-6, 6 min.

Procedure: Cartooning is basically a precise linear mode of expression. An attempt to try to copy cartoons such as "Peanuts" and have the correct proportations may frustrate a student. Scribble pictures as a means to cartooning "To release children who have become inhibited and feel they cannot draw, try the scribble picture." (Art Aids for Elementary Teaching, p. 61, by Irma Littler Paine, Burgess Publishing Company, Minneapolis, Minn.)

1. given art media listed under mateials students will have 30 seconds to scribble, using large movements, on a piece of 12"x18" white drawing paper.
2. after viewing and studing the scribbles from many angles choose the dominate shape (i.e. a shape that resembles part or all of an animal, fowl, fish or a human form and disregard unnecessary area.
3. when choosing these shapes students must not randomly subdivide them (example: a shape such as  may not be subdivided - black area is used  and white is unused area.

Theme: Cartoonist (cont.)

4. color areas appropriately so to draw the suggested shape (example: a clown's head) from the remaining shapes.
5. in the lower right hand corner title, date and sign the finished product.
6. finished products may be displayed in the classroom.

Idea source: Art Aids for Elementary Teachers
Burgess Publishing Company

By C. Cooper

CAREER EXPLORATION

Theme: "Commercial Artist" Advertising Art

Grade Level 7/8
Curriculum Area Art
Elements 1, 2, 3, 4, 5, 7
Life Role Vocational
Career Cluster Graphic Arts

Purpose:	To acquaint students with the job requirements in the field of the commercial artist.
Objectives:	1. Students will research and summarize in writing 5 to 10 job requirements and future job outlook for a person in the field of commercial art. 2. Given the international road signs (stop, curve...) students will redesign them.
Materials:	1. colored construction paper 2. scissors 3. rulers 4. glue 5. Oregon driver's manual 6. Careers in Art posters (available through LeRoy wallis' office.)
Procedure:	1. short discussion about the purpose of international road signs and their related color. 2. given the materials listed above students will redesign the basic road signs.
Idea source:	Creative and Mental Growth, Macmillan Co.

By C. Cooper

PCE K-10
June/73

Art 6

CAREER EXPLORATION

Theme: Fashion Design

Grade Level 7/8
Curriculum Area Art
Home Economics
Elements 1, 2, 3, 4, 5, 7
Life Role Vocational
Career Cluster Graphic Arts

Purpose: To acquaint students with the career of the fashion designer.

Objectives: In a "fashion booklet" students will list 5 to 10 job requirements of the fashion designer. Students will have a picture display in the "fashion booklet" illustrating fashion for various parts of a given country.

Materials: Films: "Exploring Fashion with Seventeen Magazine" FS 7-12
"The Importance of Clothing Selection" Kit 7-8
"Line and Color in Clothes" 9-12 OT (11 transparencies with overlays)
"Design in Clothes" 7-12 OT (9 transparencies with overlays)

1. Overhead projector
2. Sound film projector
3. Construction or white paper for booklet cover and/or pages (wall paper may also be used in many interesting ways)
4. Scissors
5. glue
6. magazines (letters or words from magazines could also be used for lettering)
7. lettering materials (colored pencils,etc.)
8. Careers in Art posters (available through LeRoy Wallis' office)
9. Occupational Outlook Handbook
10. Occupational Exploration Kit SRA

Procedure: The fashion world is no longer a female domain.

1. while researching the fashion designer students will collect pictures that representing indoor and/or outdoor fashions for their age
    1) the desert (or Eastern Oregon)
    2) the mountains (Mt. Hood in Dec.)
    3) the sea (Lincoln Beaches)
    4) warm climates (Portland summer)
    5) cold climates (Portland winter)
    6) casual clothing and shoes

Theme: Fashion Design (cont.)

    7) formal clothing and shoes
    8) list may be extended
2. In an artistic manner students will compile their research and fashion illustration into a booklet.

Ideas Source: Creative and Mental Growth, Macmillan Co.

By C. Cooper

CAREER EXPLORATION

Theme: Greeting Card Illustrator

Grade Level 7/8
Curriculum Area Art
Elements 1, 2, 3, 4, 5, 7
Life Role Vocational
Leisure
Career Cluster Graphic Arts

Purpose: To acquaint students with the possibility of an art career as a greeting card illustrator.

Objective:

1. A small group of students will research the qualifications necessary for a greeting card illustrator.
2. They will present their findings to the entire class
3. The entire class will then design their own greeting cards.

Materials:

1. tempera (mix with a couple tablespoons of starch)
2. white drawing paper or finger paint paper
3. vegetables (for vegetable prints)
4. paint brushes
5. newspapers
6. sharp instruments for carving
7. Occupational Exploration Kit, SRA
8. "gadgets" (for "gadget" prints)
9. Careers in Art posters (available through LeRoy Wallis' office)
10. Occupational Outlook Handbook
11. art books from school library
12. a smock

Procedure:

1. wear a smock - students
2. cover working area with newspaper
3. printing tools (alternatives)
   a) potatoes, carrots, beets, cabbage heads.
      slice into cross sections (sections may be carved with a paring knife or other sharp instrument to form a stamped image or left in their natural state.)
   b) Gadget printing
      collect bottlecaps, keys, sponges and other "gadgets".
4. apply tempera by dipping into the paint or use a paint brush.
5. stamp onto surface of paper to create freestyle prints or freestyle nature scenes.
6. design the cover of the greeting card and set in on newspaper to dry.
7. tempera is a water base paint so work area may be cleaned with warm water.

By C. Cooper

CAREER EXPLORATION

Theme: Industrial Design I "art and industry"

Grade Level 7/8
Curriculum Area Art
I.E.
Elements 1, 2, 3, 4, 5, 7
Life Role Vocational
Career Cluster Drafting

Purpose: Students will become acquainted with the purpose and job requirements in the field of the industrial designers.

Objectives:
1. Students will research and list 5 educational requirements of the industrial designer.
2. On the same paper students will list 25 machines ("the refrigerator, the stove, the sink ...") that are designed by the industrial designer
3. Of the 25 listed, the student will choose 2 that are the most attractive and functional and explain why.

Materials:
1. paper
2. ink or pencil
3. Careers in Art posters (available through LeRoy Wallis' office)
4. Occupational Outlook Handbook
5. Occupational Exploration Kit, SRA

Procedure:
1. define the term "machine"
2. discussion of the purpose of the industrial designer in terms of an attractive appearance for the machine and its related function.
3. in a large group or individually the students will list on paper on the blackboard at least 5 job requirements for an industrial designer.
4. given a certain amount of time, at home the student will list 25 machines that are made more attractive because of the industrial designer.
5. of the 25 listed the student will choose 2 that he feels are the most attractive and functional and explain why. Example: 1) function referes to 3 equally important relationships:
   a) "the realationships between design and material"
   b) "the relationship of design to tools or machines"
   c) "the relationship between design and purpose"
   Creative and Mental Growth, 4 ed. Viktor Lowenfeld and W. Lanbert Brittain, Macmillan Co. p. 345
   (2) in terms of design an attractive machine would be an orderly arrangement of a) line, b) shape, c) color and d) texture. Careers in Art poster #2

By C. Cooper

CAREER EXPLORATION

Theme: Industrial Designer II "art and industry"

Grade Level 7/8
Curriculum Area Art
I.E.
Elements 1, 2, 3, 4, 5, 7
Life Role Vocational
Career Cluster Drafting

Purpose: Students will become acquainted with the job requirements and work involved in the field of the industrial designer.

Objectives:

1. Students will research and list 5 educational requirements and 10 areas of work of an industrial designer.
2. Students will design machines for the year 2001 AD

Materials:

1. graph paper or 12"x18" drawing paper (manila paper is too soft to hold up under multi erasures)
2. lead pencils or colored pencils
3. erasers
4. pictures from the works of Leger (optional)
5. Occupational Exploration Kit, SRA
6. Occupational Outlook Handbook
7. art books from school library
8. Careers in Art posters (available from LeRoy Wallis' office)

Procedure: Problem - design the exterior for a given mode of transportation or the interior of a given room in a home for the year 2001 AD
   a. draw scale plan of design
   b. plan for getting design to production

1. completed designs may be displayed in the classroom.
2. on the blackboard compile from the students' list of 5 requirements and 10 areas of work a final list.

By C. Cooper

CAREER EXPLORATION

Theme: Interior Decorator

Grade Level	7/8
Curriculum Area	Art
	Home Economics
	B.B.
Elements	1, 2, 3, 4, 5, 7
Life Role	Vocational
Career Cluster	Architecture
	Graphic Atrs
	Marketing

Purpose: Students will become acquainted with the job requirements in the field of an interior decorator.

Objectives:
1. Students will research and summarize in writing 5 to 10 job requirements and the future outlook for a person interested in interior decorating.
2. Students will design a bulletin board display of the works of interior decorators.

Materials:
1. magazines
2. Occupational Exploration Kit, SRA
3. Occupational Outlook Handbook
4. Careers in Art posters (available through LeRoy Wallis' office)
5. Manpower Resource of the State of Oregon
6. DOT
7. Art books from school library

Film: "Discovering Color" F. 4-9, 15 min.

Procedure:
1. collect pictures of interior decoration
2. display pictures
(Bulletin boards can have a sculptured relief effect when the pictures are not pinned flat against the background. When pins are placed at a 90° angle with the board the pictures can by pulled away from the board. Inhancements can be added by means of 3-d objects such as dried flowers or small branches from trees.)

Given longitude and latitude the students may show creative promise in redecorating the entire classroom.

By C. Cooper

CAREER EXPLORATION

Theme: Package Designer

Grade Level 7/8
Curriculum Area Art
Elements 1, 2, 3, 4, 5, 7
Life Role Vocational
Career Cluster Graphic Arts
Marketing

Purpose: Students will become acquainted with the job requirements in the field of a package designer.

Objecitves: By means of research and a bulletin board display students will list 5 to 10 educational requirements of a package designer. Students will complete a new package display for a given product.

Materials:
1. colored construction paper
2. glue
3. scissors
4. rulers
5. magic markers, crayons
6. tempera
7. paint brushes
8. newspaper
9. empty boxes of "know" products (i.e. cereals, soaps, detergents, etc.)
10. Occupational Exploration Kit, SRA
11. Careers in Art posters (available through LeRoy Wallis' office)
12. Occupational Outlook Handbook
13. art books from school library

Film: "Color and Pigment in Art" F. 5-9, 14 min.
"Crayon" F. 4-9, 15 min.

Procedure: Situation - Company X has planned an advertising campaign wants a new package design for their product.
1. each student will bring in an empty box which he or she plans to redesign.
2. place art materials on a table so students may choose their own media
3. in redesigning the box students should be conscience of the following:
   a) color to project the product's image
   b) individual and well defined design
   c) neatness of final product

By C. Cooper

CAREER EXPLORATION

Theme: Stage or Set Designer

Grade Level 7/8
Curriculum Area Art
I.E.
Elements 1, 2, 3, 4, 5, 7
Life Role Vocational
Career Cluster Graphic Arts

Purpose: Students will become aware of the role of the stage or set designer in television.

Objectives:
1. A volunteer group of students will report about stage designers and list 5-10 educational requirments
2. After watching their favorite television program students will list and describe 2 to 5 stage or set designs.

Materials:
1. paper
2. pen or pencil
3. Occupational Outlook Handbook
4. Occupational Exploration Kit, SRA
5. Careers in Art posters (available through LeRoy Wallis' office)

Procedure:
1. a small group of students will give a report about the stage designer's role and requirements using the career education resources.
2. over a given period of time students will watch their favorite television program and report on the following:
   - a) name of the program
   - b) type of program (western, science fiction...)
   - c) length of program
   - d) describe 2 to 5 settings that you feel fit the program the best. (example: how settings help project the mood, color, arrangement of props...)

   This assignement may be done individually in writing; in small groups after they watched the same program or an entire class discussion after watching the same program.

By C. Cooper

ADDITIONAL ACTIVITIES

CROSS REFERENCE TO OTHER SECTIONS

ACTIVITY	SECTION/PAGE
Crossword Puzzle	Hlth 24
Field Trip Observation "ABC" Game	I.E. 14-15
Job Investigation Game "What's My Job?"	I.E. 16-17
Time Is Money	I.E. 19
A Collage of Musical Occupations	Mu 19
How Come I Never Get A Job?	PE 8-9
Environment of Man	Sci 13
Transportation: Past to Present	SS 2.1
Architectural Aesthetics	SS 2.2
Cluster Collage	SS 2.15
Agricultural Relief Map	SS 2.16
Mystery Box	SpAch 0
Leisure Time Mobiles	SpAch 29

HEALTH

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Theme: What Are My Roles?

Grade Level 7/8
Curriculum Area Health
Elements 1-4
Life Role All
Career Cluster All

Purpose: To have individual students determine that he fills more than one role and place a value on each of those roles.

Objectives: From a list of roles compiled by the student, that student will put those roles in priority order and explain to a larger group his reasoning. After experiencing activity discussions, the student will summarize orally or in writing (a) what contributes to value judgments (b) what influence his values as revealed in his priorities.

Materials: none

Procedure:

1. Without prior discussion, ask each student to (a) list who they are e.g. student (b) list should contain more than one role.
2. Again, without prior discussion, have the student reflect on his list and give each role title a number with 1 being the most important to the individual (have them jot down any "why" thoughts as they rank the roles for use later).
3. Through discussion (small or large group) have each student relate why they gave number 1 its place and any subsequent thoughts they came up within their priorities.
   Also share:
   A. Initial reactions to task.
   B. Some volunteers to share role list and reasons as alternative to each student.
4. Compile as group a ROLE list.
   A. Divide into 4 life role lists.
5. Compile GENERALITIES list of "why" reasons.
6. Discuss role of individual values evident in generalities list.
   A. Examine where values come from (aspects of environment).
   B. Examine what influences change in values (economic condition, location, peers, education).

By Jan Paeth

Theme: Personal Knowledge

Grade Level 7/8
Curriculum Area Health
Self Understanding
Elements 2,3,4,5,8
Life Role All
Career Cluster All

Purpose: The purpose of this activity is to help students gain knowledge about their personal preferences, abilities, aptitudes, personality.

Objectives: Given the attached worksheet each student will rate himself on a scale of 0 (definitely No) to 5 (definitely Yes) on the listed statements.

Materials: Personal Knowledge Worksheet, pencil

Procedure:

1. Class discussion on why self-knowledge is useful and important should precede this activity. Discussion of rating scale is necessary also.
2. Distribute check list and allow students time to complete.
3. Follow up discussions could include the following points:
    - A. Individual differences.
    - B. It is not possible to work on everything you might be dissatisfied with at the same time.
    - C. Everybody should be comfortable with himself.
    - D. Points about getting along with people, competition, goals.

By Bob Foster
Carolyn Westergren

Checklist from SUTOE

Health 2

PERSONAL KNOWLEDGE WORKSHEET

(On a scale of 0, definitely NO to 5, definitely YES, fill in the blanks below)

___I prefer to take part in activities with others.
___I prefer activities by myself.
___I prefer some activities with others, but more by myself.
___I usually try to spend my time with others.
___I usually avoid doing things with other people.
___Sometimes I like to do things with others, but usually I don't look for companions if I'm by myself.
___I like all kinds of people.
___I like only a few kinds of people.
___I like lots of people, but have only a few for real friends.
___I make friends pretty fast.
___I make friends rather slowly.
___I make some friends pretty fast but others rather slowly.
___I am accepted quickly by new acquaintances.
___I am accepted gradually by new acquintances.
___I am accepted quickly by a few new acquaintances and slowly by others.
___I am popular with other kids at school.
___I am not popular with other kids at school.
___I am popular with a few kids at school but not popular with most kids.
___I am usually satisfied with my first impression of new people I meet.
___I am sometimes right in my first impression of new people I meet.
___My judgment is better when I am doing things on my own by myself.
___My judgment is better when I am with other kids who help me decide.
___I am usually the one to persuade other kids to do something.
___I am usually persuaded by other kids to do things; I wait to see what they do.
___I am active in several groups.
___I am active in just a few groups.
___I am active in no groups.
___I will usually help in group activities whether I like the activity or not.
___I will usually help in group activities only if I like the activity.
___I am often chosen to be a leader in the groups I am in.

___I am seldom chosen to be a leader in the groups I am in.

___I am never chosen to be the leader in the groups I am in.

___I usually like to be a leader.

___I usually don't like to be a leader.

___I never want to be a leader.

___I could be a leader sometimes if I could just get up the nerve.

___I could never be a leader; it just scares me too much.

___I usually like to be in the thick of things when doing something in a group.

___I usually try to stay off to the side when my group is doing something.

___I'll usually do what the group is doing only after being told to.

___When I have a job to do, I get right at it, without stalling around.

___When I have a job to do, I let it go and then mess it up when I finally do it.

___I usually do a good job when I do it.

___I usually do less with a job or chore than I would really like to.

___I get kind of confused in emergencies.

___I often think of something I should have said or done after it is too late.

___I can usually do the right thing in an emergency.

___I like competition; the more the better.

___I don't like to compete very much; I'd rather do things that don't require it.

___I like to watch football games, basketball, other kids or people in competition.

___I don't like to do something unless I know exactly what it is I am supposed to do.

___I like it better when I can figure out myself what to do.

___I can talk with most people easily.

___I can't think of anything to say when around some people.

___I have done many things on my own that my parents never knew about.

___I usually tell my parents about things I have done.

___I like to spend long periods of time by myself, just thinking.

___If I didn't have to go to school, I wouldn't go.

___I would like to just go to classes that I think will help me.

___I would like to live dangerously and try things even if they will probably injure me.

___I usually play it safe and avoid situations that might hurt me kind of seriously.

___I usually plan out carefully things I am going to do.

___I seldom plan things out carefully; I like to take every minute as it comes.

___I would pass up a dollar now if I had a good chance of two dollars a month from now.

CAREER EXPLORATION

Theme: Self Knowledge

Grade Level 7/8
Curriculum Area Health
Self Understanding
Elements 1,2,3
Life Role All
Career Cluster All

Purpose: The purpose of this activity is to have students rank themselves on traits that are important for job success.

Objectives: Students will rank themselves according to the scale on the attached check list on traits important to job success.

Material: Check list, pencil

Procedure:

1. Discuss traits that are important to job success prior to distributing check list. Point out that these traits are also important for success in day-to-day living.
2. Distribute Checklist to students for completion.
3. Follow-up discussion after completion bringing out ways of improvement.
4. Perhaps this can be done twice during the year - at beginning and end to see differneces if any.

By Bob Foster
Carolyn Westergren

Health 3

PCE K-10
June/73

Self-rating Blank

How do you rate yourself on each of these very important traits? All of them are, in varying degrees, important for success on any job.

TRAIT	RATING				
	Very High	Above Average	Average	Below Average	Weak
1. Dependability					
2. Self-confidence					
3. Friendliness					
4. Cheerfulness					
5. Patience					
6. Ability to keep working under real difficulties					
7. Sense of humor					
8. Honesty					
9. Ability to make decisions quickly					
10. Responsibility					
11. Loyalty to those for whom you work					
12. Ability to sense others' feelings					
13. Sincerity					
14. Ambition to succeed on the job					
15. Courage to do the right thing, even if you are alone					
16. Willingness to work hard					
17. Ability to cooperate with other people					
18. Ability to become enthusiastic about your job					
19. Willingness to consider others' viewpoints					
20. Initiative--being a self-starter					
21. Courtesy					
22. Ability to work without supervision					
23. Ability to lead others					
24. Promptness					
25. Orderliness					

Theme: Knowing Me

Grade Level 7/8 (All)
Curriculum Area Health
Elements 1,2
Life Role All
Career Cluster All

Purpose: The purpose of this activity is to help students develop a sense of "Self" as different from all other persons.

Objectives:
1. Students will be able to recognize words, phrases, pictures, signs that describe or depict themselves.

Materials: Magazines, construction paper, pencil, scissors, glue, tape, one envelope per child.

Procedure:
1. Cut out one outline of your head. Then make two other heads like the first one.
2. Using the magazines, cut out words, phrases, pictures, signs that you feel could be used to describe you. Do this alone!
3. Glue the words, pictures, etc. on the cut out of your head in any manner that pleases you.
4. Put this head away.

* This activity could be spread out over 2 or 3 days.

Idea from Dr. M. Giammatteo
Adapted by Bob Foster
Carolyn Westergren

Theme: My Friend's View of Me

Grade Level	7/8 (All)
Curriculum Area	Health
Elements	1,2
Life Role	All
Career Cluster	All

Purpose: The purpose of this activity is to help students develop a sense of "Self" as different from all other persons.

Objectives: 1. Students will be able to recognize words, phrases, pictures, signs, that describe or depict themselves as they think a friend would.

Materials: Magazines, second head outline, pencil, scissors, glue, tape.

Procedure:

1. Student will choose one other person to work with during today's session. Do not allow a student to be an isolate.
2. Each student is to use words, pictures, phrases, they think their friend would use in describing them. Glue these on the second head outline. This is to be done alone.
3. When this is done ask the students to sit near their friend and talk about how accurate they were in guessing how they think their friend saw them. (allow about 5 minutes for each student)
4. If you want, further discussion on obtaining accurate information about ourselves from others could follow.

Idea from Dr. M. Giamatteo
Adapted by Bob Foster
Carolyn Westergren

CAREER EXPLORATION

Theme: Character Traits

Grade Level 7/8
Curriculum Area Health
Elements 2,3
Life Role All
Career Cluster All

Purpose: The purpose of this activity is to help students understand what a character trait is and that all persons place different values on different traits.

Objectives: Given a sheet of paper and pencil, each student will be able to list 10 character traits that he feels important for each of the following:

a. ideal student
b. ideal parent
c. ideal teacher
d. ideal worker in job of his choosing

Material: Paper, pencil, classroom

Procedure: Given the following list of character traits, each student will rank these traits on a scale of one to seven, one being most important, seven being least important, by himself.

clean
cooperative
dependable
good sport
happy
honest
smart

After the above is accomplished and discussed, students will form 5-6 person groups and reach a group concensus as to the ranking of the 7 character traits. The teacher will then write each group's rankings on the board using the following chart:

	Group 1	Group 2	Group 3	Etc.
1. clean				
2. cooperative				
3. dependable				
4. good sport				
5. happy				
6. honest				
7. smart				

Discuss differences between individual rankings and group rankings. Discuss whether students do have a common set of values, similarities and differences. There are no right or wrong answers in this activity.

By Bob Foster
Carolyn Westergren

Theme: How Can You Help Your Personality Grow?

Grade Level 7/8
Curriculum Area Health
Elements 2,3
Life Role All
Career Cluster All

Purpose: The purpose of this activity is to help students become aware of some of the factors involved in personality development and how they can plan for their own personality growth.

Objectives:
1. Each student group will be able to illustrate and explain one objective listed on board.
2. Each student will be able to explain or discuss 6 out of the 8 objectives listed.

Materials: Textbook--Human Growth, cassette tape recorder, camera, magazines, newspapers, visual maker kits available through Leroy Wallis' office.

Procedure:
1. Divide students into groups of 3 or 4. After studying Chapter 3 in 7th grade text; Chapter 5 in 8th grade text.
2. Teacher will write objectives for Chapter three on board (see page 25 in teacher's manual in back of book), chapter 5, page 25 for 8th grade.
3. Each student group will choose an objective to illustrate and explain it to the rest of the class.
4. Students select or take pictures and write script to explain objective.
5. Students select one person to record or recite script to rest of class. Pictures and script should form a unified explanation and/or illustration of the objective choosen.
6. Teacher and rest of class will critique each presentation on the basis of clarity, unity, originality, and give each group from 1 to 4 points for their presentation.

Idea by Jan Peeth
Adapted by Bob Foster
Carolyn Westergren

Health 7

CAREER EXPLORATION

Theme: Why School?

Grade Level 7/8
Curriculum Area Health
Elements All except 6
Life Role All
Career Cluster All

Purpose: The purpose of this activity is to help students develop an understanding of the importance education plays in all life roles.

Objectives:

1. From an interview outline that was developed by the class, each student will demonstrate an ability to carry on an interview with an adult covering points necessary.
2. Each student will give an oral report before class on the above interview and each student will cover 75% or more of the necessary points.
3. Given a sheet of paper and pencil, each student will be able to list 2 ways education has helped other people or themselves in each of the 4 life roles.

Procedure:

1. By use of a previously developed interview outline each student will interview three adults about what their education has meant to them in all four life roles.
2. Each student will report orally to the class on one job title (do not identify adult by name) covering the points previously stipulated.
3. Audience provided with a checklist and will check necessary information points as speaker covers them. To be collected by teacher at end of each reporting session.

Idea from Quest
Adapted by Bob Foster
Carolyn Westergren

Theme: Use of Classroom Time

Grade Level	7/8
Curriculum Area	Health
Elements	1,2,3
Life Role	Citizen Vocation
Career Cluster	None

Purpose: To make students aware of how their study time is used.

Objectives:
1. From the time-use questionnaire students will observe that there is a place and time for work and for daydreaming.
2. From class discussion and time-use questionnaire students will be reminded of their responsibility to allow others time to study in peace.

Materials: Classload of Questionnaire
Classload of checklist

Procedure: Observe work habits of your class. Pass out questionnaire and checklist. Class discussion may preceed the use of the questionnaire, depending on class. Before discussion teacher may wish to jot down ideas you want covered (only smart students use school time profitable, daydreaming may be valuable, assignments done first, people deserve peace, too much expected, extra school work, etc.).

Some things to think about:
1. What different uses of free time do I notice in my classmates?
2. Are busy people happier than idle ones?
3. If I finish assignments before my classmates, how can I use the time profitably and pleasantly?
4. How successful will "daydreamers" be in the future?
5. If I were the teacher, what would I encourage students to do in their free time?

Checklist: Examine your present attitude toward time spent in school by checking the following points you may want to practice.

_____Attention in class
_____Businesslike attitude
_____Careful assignments
_____Determined effort
_____Independent study
_____Other (name)

By Bob Foster
Carolyn Westergren

CAREER EXPLORATION

Theme: Work Habits & Personality

Grade Level	7/8
Curriculum Area	Health Self Understanding
Elements	1,2,3
Life Role	All
Career Cluster	All

Purpose: To have students become aware of good work habits and personality traits that will build for success in the world of work.

Objectives:

1. After student has rated himself on the scale he will observe areas he is weak in for special effort.
2. Student and teacher will have a common reference point for guidance.

Materials: Self-rating scale to evaluate work habits and personality

Procedure: This could be used to introduce follow-up, or within a unit on work habits and personality. Have student rate himself and then pupil and teacher use this as a guidance tool to help build stronger traits.

By Bob Foster
Carolyn Westergren

PCE K-10
June/73

Health 10a

Self-Rating Scale to Evaluate Work Habits and Personality

Attitude and effort:

I begin work

Promptly　Need Prodding

I make use of my time

Good Use　Need supervision

I meet responsibilities

Promptly　Try to avoid

Attendance:

I am

Regular　Prompt　Tardy　Absent often

I make use of school health service

Properly　Never unless sent

Group Work:

In group planning, I

Volunteer　Participate when called to do so　Let others do it

To the rest of the group I am

Courteous　Tolerant　Discourteous

Class Objectives:

For class work I am

Always prepared　Usually prepared　Unprepared

In make-up I

Plan for it　Do it if told　Make no effort

I make classwork more interesting by

Outside Reading　Radio　Speakers

Personality:

Grooming---I am

Always well groomed　Usually well groomed　Careless in appearance

My temper is

Controlled　Uncontrolled

My voice is

Clear and distinct　Easily heard　Cannot be heard

I respect

Property　Rights of others　Leadership of others

I need help with ____

____

PCE K-10
June/73

Health 10b

CAREER EXPLORATION

Theme: Leisure Time

Grade Level 7/8
Curriculum Area All

Elements 1,2,3,5
Life Role Leisure
Family
Career Cluster None

Purpose: To point out the crisis in the use of leisure time as brought out by class discussion and chart.

Objectives:
1. From observations of his own chart a student will be able to observe his strengths and weaknesses in leisure time.
2. From observations of the composite class chart, students will be able to observe the need for building skills for leisure time use.

Materials: Books, pictures, etc., on use of leisure time.
Paper for charts.

Procedure: Each student will make a chart/graph of his own use of leisure time spent over a given period of time.

The class will make a composite chart of the individual charts or graphs.

Class discussion should point out the need for more efficient use of leisure time (physical fitness, passively sit for T.V. etc., hobby, friends, reading, etc.).

Idea from Focus
By Bob Foster
Carolyn Westergren

CAREER EXPLORATION

Theme: A Job Well Done

Grade Level 7th and up
Curriculum Area Health
Social Studies
Elements 1,2,3,4,5,8
Life Role All
Career Cluster All

Purpose: To help students understand that all types of work can be enjoyed by someone, and if well done will carry a dignity for the worker.

Objectives:
1. Students will understand that all types of work can carry a certain dignity to the individual engaged in them.
2. After filling in the form on "Things for me to think about", and class discussion a student will be able to name 5 occupations that he likes and can find dignity in.

Materials: List: "Things for me to think about" (class load) D.O.T., Occupational Outlook Handbook, SRA-O.E.K. Kit, any career magazines and pamphlets

Procedure:
1. Have class discussion on the dignity of all work--dignity implying that work is done carefully and to the best of one's ability.
2. Discussion starters: Every type of work has dignity. Work is a necessary evil. A chosen work should be one that a person likes. Work not done to the best of ability doesn't give satisfaction. The quality of work done now is an indication of quality of the adult.
3. Make a collage in art class showing various types of work.
4. Have the class make a bulletin board showing work as valuable to mankind.
5. Encourage students to find and share information about jobs that are not familiar to the class. This could be found in the D.O.T., Occupational Outlook Handbook, ~~an~~ current career magazines and pamphlets.
6. Have students fill in the following form of things to think about.
   a. Do I consider all types of work to have some value?
   b. How do I feel about jobs which require more hand work than head work?

c. How can a job increase a person's self respect?
d. Do I consider money the only important provision for a job? What else is important?
e. Do I feel that a common laborer can take honest pride in his work?
f. Do I realize that the quality of the work I do now is likely to be similar to the quality of work I do in the future?
g. Do I consider all work as "drudgery" to be completed as soon as possible?
h. When was the last time I felt satisfaction in "a job well done"?

Taken from Focus, The Bruce Pub. Co.

Theme: Grooming and Manners

Grade Level	7/8
Curriculum Area	Health Home Economics
Elements	1,2,3,5
Life Role	All
Career Cluster	All

Purpose: The purpose of this activity is to allow students to practice good grooming and manners in a social situation (class party lasting an hour).

Objectives:
1. From a checklist on grooming developed by the class, a student will be able to check himself off as he accomplishes the tasks listed on checklist prior to the party.
2. Giving a list of 6 activities that demonstrate the use of proper manners, a student will choose 4 of these activities to be rated on by a fellow classmate.

Materials:
Checklist on grooming
Activity sheet for manners
Cookies and punch
Record player and records
Napkins, paper plates, and cups

Procedure:
1. Develop grooming checklist and activity sheet in class sessions prior to party.
2. Students plan party---committees for refreshments, clean ups, etc.
3. Students write note of invitation to parents.
4. Follow-up discussions afterward as appropriate.

By Bob Foster
Carolyn Westergren

CAREER EXPLORATION

Theme: Understanding Others

Grade Level
Curriculum Area Health
Self Understanding
Elements 1,2,3,5,8
Life Role All
Career Cluster All

Purpose: The purpose of this activity is to help students become aware of (a) the importance of understanding others in all life roles, and (b) some of the thinking that hinders understanding others.

Objectives:

1. Given the attached ditto sheet, paper and pencil, each student will be able to do the following after reading it and class discussion:
   a. write a definition of empathy
   b. list the types of fuzzy thinking and give an example of each with 75% accuracy minimum
   c. discuss the five basic truths about people and determine how an acceptance of them will help them understand others. (see 15c)

Materials: ditto: "The Door to Understanding Others", paper, pencil

Procedure:

1. Teacher will distribute ditto sheet and lead class in discussion of information and why understanding others is important.
2. Students will be asked to proceed with objectives listed above.
3. A follow-up discussion after activity would be desirable. (possible check list statements - or identify a type of thinking.)

Idea Jan Paeth
Adapted by Bob Foster
Carolyn Westergren

THE DOOR TO UNDERSTANDING OTHERS

One of the keys that will open the Door to Understanding Others is the Key of Empathy. Empathy is the ability to understand how other people feel, the ability to put yourself in their places and, through words and actions, to be able to show you care.

It is important, however, for you to realize that your ability to empathize is based largely on how you think of others. Your thoughts can either strengthen or weaken your understanding of other people, their behavior, needs, and hopes.

There are various expressions of distorted or fuzzy thinking that can interfere with your developing a good understanding of others. A discussion of these types of distorted thinking will help you to see how empathy can be altered by myths or misinformation, thereby making The Door to Understanding Others difficult to open.

Consider the various types of fuzzy thinking listed below and give examples of how each can promote misunderstanding.

1. SCAPEGOATING: making a person or group responsible for an idea or action you do not like. This type of thinking is based on prejudice.
2. STEREOTYPING: classifying all members of a race, ethnic or other group, or social class as being alike, whether referring to worth or lack of it. This type of distorted thinking is usually based on knowledge of one or two members of a particular group who have a similar characteristic, and the extension of that characteristic to all members of the same group.
3. GENERALIZING: drawing conclusions about people or situations without first obtaining sufficient evidence or knowledge. You will find that this kind of distorted thinking is usually based on a hasty deduction and one not supported by scientific data or fact.
4. RATIONALIZING: trying to find a reason to excuse or justify an opinion or an action. Rationalizing usually results from a desire to believe that a negative feeling or action has just causes.
5. SHOWING PREJUDICE: using myths or erroneous information to attack an individual or a group. Ignorance and false pride are often the causes of prejudice.

6. NAMECALLING: calling other people or groups of people derogatory names. This expression of fuzzy thinking is usually caused by a person's own feelings of inadequacy.

With a good understanding of these actions that are the results of distorted thinking, you should be able to avoid their consequences and develop a real feeling for other people. With this Key of Empathy you will be able to unlock the Door to Understanding Others.

It is also important that you recognize certain basic truths about people, as an understanding of others will never be achieved unless you safeguard human dignity. Discuss these truths and determine how an acceptance of them will help students to open the Door to Understanding Others.

The truths include:

1. All people are unique. It has been said that "everyone one meets is in some way superior".
2. All people are worthwhile.
3. All behavior has a reason.
4. People can change.
5. People need to participate in the decisions that affect them.

You may question some of these truths. If so, analyze each statement so that you will be well on your way to opening the Door to Understanding Others.

American Red Cross Youth News November 1970

CAREER EXPLORATION

Theme: My Family

Grade Level 7/8
Curriculum Area Health
Elements 1,2,3,4
Life Role Family
Career Cluster None

Purpose: To allow the students to have a better understanding of themselves as a member of the family.

Objectives:
1. From a given checklist the student will rate himself on a given scale as to his role in the family.
2. After rating himself and class discussion, the student will be able to write a rational paragraph on family patterns that will tend to develop better inter-family understanding.

Materials: A self-rating checklist(class load)
Resource material on family relations --- textbooks, paperbacks, pamphlets, etc.

Procedure: Students will first rate themselves on the given check-list. Individual reading and class discussion will follow the self-evaluation. Paragraphs will be written on good family patterns that will help to eliminate family misunderstandings. Paragraphs may be read aloud in the class and discussed. Review check list (vocabulary) 16b with group.

Idea from Focus
Adapted by Bob Foster
Carolyn Westergren

Theme: My Family (continued)

Checklist for Family

1. How often do I talk openly in honest conversations with one or both of my parents?
Never 1 2 3 4 5 Always

2. How often does my family group have open conversations?
Never 1 2 3 4 5 Always

3. Do I always want my own way or do I try to see other family members' views?
Never 1 2 3 4 5 Always

4. Do I let my parents know I appreciate the opportunity to talk?
Never 1 2 3 4 5 Always

5. Do I try to understand the problems my parents face in rearing me?
Never 1 2 3 4 5 Always

Source: Scope

CAREER EXPLORATION

Theme: Panel Discussion on Family Relationships

Grade Level 7/8
Curriculum Area Health
Elements 1,2,3,4
Life Role Family
Career Cluster None

Purpose: To have both parents and students aware of each others problems.

Objectives:

1. To have the class develop a list of problems common to teenagers.
2. To have the class develop a list of problems common to parents.
3. From the class-developed lists of problems, students will be able to give possible solutions to at least two of the problems from information gained in a panel discussion between parents and teenagers.

Materials: Microphones, table and chairs
Announcements of panel discussion

Procedure: Through study and discussion the class will develop check lists of problems common to teenagers and parents. A panel could be set up in the homeroom, or for a PTA group. Points to be covered should be developed in the classroom. After the panel discussion, there should be class time to evaluate as a class group, the important points learned.

By Bob Foster
Carolyn Westergren

CAREER EXPLORATION

Theme: Friendship

Grade Level 7/8
Curriculum Area Health
Self Understanding
Elements 1,2,3,4,8
Life Role All
Career Cluster None

Purpose: The purpose of this activity is to help students find out (a) how they rate as a friend and (b) how they might become a better friend.

Objectives:
1. Given the checklist below, each student will be able to rate himself on a 1-3 scale on the characteristics of a good friend. One is good, three is poor.
2. Each student will be able to write sentences explaining his rating.

Materials: Checklist, pencil, or pen

Procedure:
1. Pass out following checklist to each student:
   a. Open and honest
   b. Trustworthy
   c. Always arguing
   d. Interrupt his ideas
   e. Insist on your way
   f. Thoughtful of his rights
   g. Respectful of his family
   h. Allow him to make mistakes
   i. Forgive him easily
2. Each student will rate himself indicating his usual conduct with three of his best friends. Use 1 for good, 2 for fair, 3 for poor on the checklist.
3. Each student will comment on one area of the checklist where he rated himself good - why he feels he can give himself this rating - and one area of the checklist where he rated himself poor - why.

Idea from Focus
Adapted by Bob Foster
Carolyn Westergren

CAREER EXPLORATION

Grade Level 7/8
Curriculum Area Health
Elements 1, 2, 5
Life Role Vocational
Citizen
Career Cluster All

Purpose: To show students there is a need for authority in health careers, as an example.

Objectives:
1. Through observation, students will be able to see the need for cooperation between the worker and the authority.
2. Students will become familiar with health occupations and will be able to list ten occupations relating to health.

Materials: Classroom textbooks, D.O.T., O.E.K. Kit, Health & Growth (Scott Foresman & Co., P. 151-167), Careers - A Directory of Vocational and Technical Training Resources in Oregon, p. 22, Career Choice and Career Preparation (State of Washington Coordinating Council for Occupational Education, p. 243-247), Occupational Outlook Handbook 1972-73 ed. Look for the specific occupation in the Table of Contents, (example: Hospital Administrator, p. 131).

Procedure: Each student will pair off with another student to role-play in a chosen health career. One student will be the "boss" and the other one will be the worker. The situation played should follow each role played with the teacher leading the discussion into special observations of authority and worker cooperation. A contest could follow involving the best cooperation in the room for a week.

Idea from Focus
Adapted by Bob Foster
Carolyn Westergren

CAREER EXPLORATION

Theme: Nutrition

Grade Level	7/8
Curriculum Area	Health
	Home Economics
Elements	2,3,4,5,6
Life Role	Health Occupations
Career Cluster	Vocational
	Family

Purpose: To give students an idea of whether their home meals are of proper nutritional value.

Objectives:
1. After students have made charts of their meals for a week, they should be able to observe the nutritional value of each menu and help mom to prepare more nutritional meals.

Materials: Food charts
Health text

Procedure: After or during the unit on the nutritional value of foods, have each student make a chart of his meals each day for a week. Have him analyze his menus as to nutritional value. Student then makes a set of new menus for a week, taking his original menus and filling in the necessary foods that were lacking for aequate nutrition.

By Bob Foster
Carolyn Westergren

CAREER EXPLORATION

Theme: Field Trip on Nutrition

Grade Level 7/8
Curriculum Area Health
Home Economics
Field Trips
Elements 2,5
Life Role Vocation
Career Cluster Health Occupations

Purpose: To acquaint students with careers available in the field of nutrition by means of a field trip to an appropriate place for nutritional career.

Objectives:

1. Each student will be able to list five occupations that deal with food and nutrition.
2. Each student will be able to list the occupations involved with food and nutrition at the field trips selected, i.e., hospital, cafeteria, convalescent home, etc.

Materials: Human Growth textbook, D.O.T., Occupational Outlook Handbook

Procedure:

1. After completing the unit on Nutrition in the Health Book (p. 106-138 for 8th, p. 178-202 for 7th grade), have students look up information on careers for dietician, hospital nutritionist, and other careers related to nutrition.
2. Have a guest speaker on nutrition come in to speak about the problems involved in his career (IPAR could probably help you with this).
3. Arrange a field trip to the hospital kitchen with the specific objective of observing the careers involved in nutrition and getting the food to the patient. A list of other careers could be made as the student takes the field trip.
4. Students should take pictures and make tapes of the field trip and report back to the class (for small group) or if the whole class makes the trip, the pictures and tapes could be used as a culminating discussion for the unit.

By Bob Foster
Carolyn Westergren

CAREER EXPLORATION

Theme: Traffic Safety

Grade Level	7/8
Curriculum Area	Health
	Social Studies
	Language Arts
	Math
Elements	3,7
Life Role	Citizen
Career Cluster	Social Studies

Purpose: To acquaint students with some of the problems in deciding traffic safety patterns.

Objectives:
1. From the charts and graphs made students will be able to list some of the problems involved in changing traffic patterns.
2. Students will learn to collect data and use the data in charts and graphs.
3. Students will be able to relate traffic safety patterns to their personal well-being.

Materials: None

Procedure:
1. Class divides into groups of 3 or 4 in a group.
2. Each group will take a certain area of the neighborhood and keep a record of cars, trucks, pedestrians, and bicycles that pass each intersection during the peak traffic period.
3. Charts and graphs will be made of the whole neighborhood to show the flow pattern of traffic and the danger spots for bicycles. Letters and/or telephone calls can find the number of accidents at any given intersection.
4. The class will then try to determine how traffic patterns could be changed to bring about more safety for bicycle traffic, or traffic as a whole.
5. The class should discuss the effects on their own lives of these traffic patterns (i.e., getting to school safely and on time; parents being able to get to work safely and on time, mental attitude good as a result of feeling safe, etc.).

By Bob Foster
Carolyn Westergren

CAREER EXPLORATION

Theme: Skeleton

Grade Level	7/8
Curriculum Area	Health Science
Elements	2,7
Life Role	All
Career Cluster	Health Occupations

Purpose: To have students become familiar with the skeleton and names of bones as a pre-requisite for careers needing this information.

Objectives:

1. After study of the human skeleton students will be able to correctly label at least half of the skeletal bones.
2. After a study of pressure points students will be able to demonstrate where the major pressure points are.
3. After class chart of careers using this information, student should be able to list two occupations where this information is used.

Materials: Acetate drawing of the skeleton

Procedure:

1. After unit on study of the human skeleton, also first aid for pressure points, the teacher makes an acetate sheet for the overhead projector of the human skeleton.
2. Project the image on the chalk board and have students take turns writing the names of bones, correctly spelled, on the chalkboard.
3. Students could also show where the pressure points are located. (This may also be used as a contest.)
4. Have students make a class list or chart, showing occupations where this technical knowledge may be used.

By Bob Foster
Carolyn Westergren

PCE K-10
June/73

CAREER EXPLORATION

Theme: Crossword Puzzle

Grade Level	7/8
Curriculum Area	Health
	Resouces
Elements	5,7
Life Role	Vocational
Career Cluster	All

Purpose: To familiarize students with the vocabulary involved in health occupations and occupations in general.

Objectives:
1. From the list of words involved in the puzzle, students will be able to recognize thirty of them.
2. From class study and discussion of the vocabulary list the student will be able to match correctly 80% of the meanings on a matching test.

Materials: Puzzle (class load)
vocabulary list with meaning (from your own unit or text book.).

Procedure:
1. Discuss words and their meanings in class with emphasis on their place in the health occupations.
2. Give puzzle.
3. Give matching test on your list from the unit or textbook.
4. Students will also get practice in looking up different occupations in the D.O.T.

Puzzle source: Secret Word Magazine

Adapted by Bob Foster
Carolyn Westergren

PCE K-10
June/73

Health 24a

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R S M M T N R O T C A R F O R I H C
O O A A E A O G E D E T E C T I V E
T J T D L B B A B A B B E R K H R F
A U R A E O B U U C L F R R R A E E
R R O M C B E C T R E I E A E B T I
O I N A T U R H C O E L I K K E N H
C S U G R F D O H B C O T E A R I T
E T R I I A S E E A H T N R B D A F
D R S C C R P I R T N E G A G A F I
R E E I I M O T N C C E R E A S R S
O L R A A E R A A N H T R R M H E H
I L E N N R T R A R E A E O B E L E
R E P O G N F M O N F R L N L R A R
E W I R U E R T D M C I B A E A E M
T E P O N O I E P A O P B U R H H A
N J C T O D R E E I O R O T C O D N
I C E D E A C O N D K R C E U G O R
A R E Y W A L R E K A M R E L I O B
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(A)
ACCOUNTANT
ACE
ACROBAT
AGENT
AERONAUT

(B)
BAKER
BARBER
BARTENDER
BUTCHER
BOILERMAKER

(C)
CARPENTER
CHEF COOK
CHIROPRACTOR
CLERK
COBBLER

(D)
DEACON
DETECTIVE
DOCTOR
DOORMAN

(E)
EDITOR
EDUCATOR
ELECTRICIAN

(F)
FARMER
FISHERMAN

(G)
GAMBLER
GAUCHO

(H)
HABERDASHER
HEALER

(I)
INTERIOR DECORATOR

(J)
JEWELLER
JURIST

(L)
LAWYER
LEECH

(M)
MADAM
MAID
MAGICIAN
MATRON

(N)
NABOB
NURSE

(P)
PAINTER
PIPER
PILOT
PIRATE

(R)
RAKER
ROBBER
ROGUE

(S)
SINGER
SPORT

(T)
TAR
THIEF
TIER

CAREER EXPLORATION

Theme: Rat Extermination is Essential!

Grade Level	7/8
Curriculum Area	Health, Science Social Studies
Elements	1,3,5,7
Life Role	Vocational
Career Cluster	Health

Purpose: The purpose of this activity is to help students become aware of some of the vocations that have contibuted in some direct way to solving the problem of health through the ages.

Objectives:

1. Each student, using various recource material, will be able to list at least 20 vocations that have contributed directly to man's solving the problem of health.
2. Students will develop skills in using various resource materials.
3. Students will be able to tell how 10 of the 20 occupations listed has contributed to solving the problem of health.

Materials: D.O.T., Occupational Outlook Handbook, Social Studies texts, Science texts, encyclopedias, etc.

Procedure:

1. Through discussion, students will realize that man has not always enjoyed such a high standard of health. Various problems that man has had, and still has to some extent, through the ages should come up.
2. Ask students to find and list at least 20 occupations that have helped man solve health problems. Obvious ones are doctor, pharmacist. Capable students should be able to find little-known jobs, while others can do the more obvious.
3. After making their list, students will write how ten of the listed occupations made their contributions. This can be in a sentence or two for each.

By Bob Foster
Carolyn Westergren

CAREER EXPLORATION

Theme: New Medical Developments in Health

Grade Level 7/8
Curriculum Area Health
Elements 2,5,7
Life Role Vocational
Career Cluster Health Occupations

Purpose: To have students become aware that there are many new advances in the field of health.

Objectives:
1. From class reports on new innovations in health, the student will be able to name at least ten new innovations.
2. From the class reports students will observe that there are many new findings in the field of health.

Materials: Current magazines, papers, pamphlets, etc.

Procedure: Have each student find one new advancement in the field of health in a current paper, magazine, resource person, etc. Each student makes a report to the class on the new innovation. Allow question and discussion time. Follow up with further study when necessary.

By Bob Foster
Carolyn Westergren

CAREER EXPLORATION

Theme: Air Pollution

Grade Level 7/8
Curriculum Area Health Social Studies, Science
Elements 1,3,4,5
Life Role All
Career Cluster All

Purpose: To give students "on site" observations of air pollution and know people and places where work with air pollution is going on.

Objectives:

1. After taking the field trip a student should be able to name five careers related to air pollution.
2. After class discussion and a field trip a student should be able to write a paragraph on the effects of air pollution and what is being done to control air pollution.

Materials: Texts on Health & Growth: Scott Foresman-8th, pp. 274-277 and 7th, pp. 286-293

Health & Growth: Scott Foresman pp. 8-22
Man & Change: Silver Burdett & Co. pp. 96-97, 178-180, 184
Plants, 2 of any (geraniums, etc.)
2 glass jars or terrariums

Procedure:

1. After unit on air pollution one activity could be to grow similar plants in controlled air versus polluted air (add CO_2, car exhaust, chemical emmissions, etc. to jar for polluted air Careers that are working with these problems should be discussed and studied (chemists, environmental control, etc.)

2. A field trip could be arranged to a spot overlooking the city to observe air pollution and followed up by going to a place that measures air pollution (A.V. station, city air control, etc.).

By Bob Foster
Carolyn Westergren

ADDITIONAL ACTIVITIES

CROSS REFERENCE TO OTHER SECTIONS

ACTIVITY	SECTION/PAGE
Grooming	H.E. 15
Good Grooming	H.E. 16
Field Trip Observation "ABC" Game	I.E. 14-15
Job Investigation Game "What's My Jobs?"	I.E. 16-17
Information Game "What's My Emotion?"	I.E. 18
Time Is Money	I.E. 19
Group Singing and the Leisure Life Role, Lessons I-III	Mu 1-3
Student-Adult Responsibilities	Mu 18
Frozen Images	PE 5
Hi, Teach!	PE 7
How Come I Never Get A Job?	PE 8-9
Smile, It's Another Day	PE 16
Cartoons of What?	Sci 2
Pond Water Organisms	Sci 6
Know Yourself, pp 13-18, Lessons 1-2	SS 1.1
Habits to Build Your Career	SS 1.8
Discovering Yourself	SS 1.9
Overcoming Barriers	SS 1.11
Self-Evaluation	SS 1.13
World Population	SS 2.5
Who Am I?	SS 2.17
Mystery Box	SpAct 0
Family Life-Home Responsibilities	SpAct 16
Grooming Habits-Health Wheel	SpAct 17-
Decision Making Game	SpAct 19
A Look at Personality Traits	SpAct 33
More About Self	SpAct 34
Lesson for Teaching Differences and Accepting Differences	SpAct 35

INDUSTRIAL EDUCATION

INDUSTRIAL EDUCATION ACTIVITIES

You are receiving the total Industrial Ed. packet of Career Ed. emphasis activities.

These activities are not prioratized as to when they are to be used because of the diverse methods of teaching by individual teachers in Portland. For instance, if a teacher uses the sailboat unit for the 7th grade then most of these activities would fall in the 8th grade. Also, if a school provides Industrial Ed. for 6th grade students the plastics and model car units would be used best in the 6th grade program.

These activies are not prioratized because of varying time allotments for Industrial Ed. in different schools. The time for the activities very from one year to one period (approximately 60 min.). A list of approximate time lines is given on page 2.

Some activities can be done jointly with the Home Ec. department but must be corralated with the Home Ec. schedule.

John Harris
Paul Stuart
LeRoy Hessart

Industrial Education Activities
Approximate Time Schedule

1. 4½ months — Grade Level All
   - The contest (2 contests per year)
   - Measurement unit
   - Getting a job

2. 3 months
   - Plastics
   - Model cars
   - How does a business start and operate
   - Assenly line production

3. As needed throughout the students shop experience
   - The machine operators permit
   - Where do your parents work and what do they do?

4. One to 5 periods
   - Time is money
   - Whats my job (jobs)
   - Whats my job (emotions)
   - A.B.C. game
   - Finding the job
   - Measuring tools
   - Tools used within shop careers
   - Levels of training

TABLE OF CONTENTS

Theme	Page
The Contest	IE 1-2
Plastics Unit	IE 3
Model Car Construction	IE 4-5
Finding the Job	IE 6-7
How To Keep The Job	IE 8
The Machine Operators Permit	IE 9
How Does a Business Start and Operate	IE 11
Assembly Line Production	IE 12
Measurement	IE 13
Field Trip Observation Game "ABC" Game	IE 14-15
Job Investigation Game "What's My Job" (Jobs)	IE 16-17
Job Information Game (Emotions)	IE 18
Time is Money	IE 19
Levels of Training	IE 21

Additional Activities

Cross Reference to other sections

CAREER EXPLORATION

Theme: The Contest
(Can be adaptated to other areas
by modifying rules to fit given
teaching situations)

Grade Level 6-7-8
Curriculum Area Ind. Education
Home Economics
Math
Physical Education
Elements All
Life Role All
Career Cluster All

Purpose: The purpose of the activity is to facilitate student responsibility for his own behavior, management of class time and use of shop equipment.

Objectives: Comment --This activity is measurable by the instructor's observation of the students increased awareness of shop safety, courtesy to the instructor and fellow classmates, their safety record and (least important) the score.

1. The student's behavior in the shop will be largely directed by safety-conscious activities.
2. The student will become aware of courtesy to superiors and his fellow workers.
3. The student will become aware that the world of work involves teamwork.
4. The students will have had an experience to be foreman, responsible for the conduct of others in cleaning up the shop.

Materials: None

Procedure: 1. Start each section coming into shop with 200 points. Preferably 8th grade sections in one contest and 7th grade sections in one contest and 7th grade sections into another contest.

Example:

Grade 8		Grade 7	
Mrs. Jones	200	Mr. Dukes	200
Mr. Smith	200	Miss Black	200
Mr. Brown	200	Mr. Smart	200

The Contest (continued)

2. On first day of shop, describe the contest to each section.
    - a. Each group starts with 200 points.
    - b. 7th grade classes will not compete with 8th grade classes.
    - c. After the rules of the shop have been explained or a tool has been demonstrated, one or more points will be deducted for each violation of the rule or misuse of the tool.
    - d. The final contest will end the last week in January and the one 8th grade and the one 7th grade section with the highest score will be treated to a milk shake for each boy in the section (An alternative is to bring ice cream freezers and make homemade ice cream).
    - e. A second contest will run from February until the last week of school.
    - f. One class may win both times.
    - g. The home room teacher also receives a milk shake.
    - h. There is to be no fighting or physical punishment to those who lose points.

CONTEST RULES

An explanation of "Why" we have the rule should follow the giving of each rule.

	Loss of points
1. Students must not change score (TEACHER CHARTS POINTS)	2
2. No stealing (3 reasons why things disappear)	5
a. Actual stealing	
b. Hiding another student's project	
c. Taking an item by mistake	
3. Unacceptable language	2
4. Misuse of tools	1
5. Not putting tools away properly	1
6. Not cleaning up properly (1 point fine for each job improperly done)	1
7. Late clean up (1 point for each minute late)	1
8. Failure to line up when clean up job is done.	1

The Contest (continued)

		Loss of points
Procedure for clean up:		
Put project away	(1 minute)	1
Put tools away	(1 minute)	1
Do assigned clean up job	(5 minutes)	1
Get in line and stay there unless the foreman assigns you another job		1
Do as the foreman directs in shop		2
9. No running in shop.		1
10. Get permission before leaving shop.		1
11. Check in with instructor if tardy.		1
12. No practical jokes.		1-5
13. Too much noise.		1
14. Interrupting instructor while he is helping another student, reading, writing, or otherwise busy.		1
15. Students should not enter storage or lumber rooms without permission.		1
16. Students entering shop at the beginning of the period should go to assigned work station and sit until directions are given by the instructor (1 point for each student out of place).		1
17. Do not handle other students projects or other things in the shop not related to the students own project without permission.		1-5
18. Do not use power tools without operator's permit.		1
19. Stay out of safety zones while power tools are in operation		1
20. Wear goggles while operating power tools.		1
21. Fix long hair so that it will not become a safety hazard.		1
22. Loose clothing must be elimated so they will not be safety.		1
23. Wasting time.		1
24. Place stools on work benches at the end of the period.		1

Funding

Usually I pay for the milkshakes or ice cream. I feel it worth the expense because it cuts down my discipline problems 80%. The burden of blame for misconduct is placed on the student instead of the instructor. However, there are other ways of funding:

1. Ask principal for money
2. Manufacture and sell a project

By L. Hesgard

CAREER EXPLORATION

Theme: Plastics Unit (These activities are designed for a students initial experience in the Industrial Education Dept.)

Grade Level 6-7 (Boys/Girls)
Curriculum Area Ind. Education
Elements 1,2,7
Life Role Vocational
Leisure
Career Cluster Construction

Purpose: To introduce the student to the shop program: To acquaint the students with simple inexpensive hand: tools which can be used to work with plastics and wood: To acquaint the student with solid plastics materials and its place in our world of construction and leisure activities.

Objectives:

1. Given a piece of plastic and paper the student will learn to design a functional and attractive letter opener.
2. The student will learn how to use specific introductory tools such as the Coping saw, file, vice and abrasive materials.
3. The student will become proficient in the use of a buffer.

Materials:

1 piece of 1/8" plastic 1½"x 9" for each student
paper for design planning
1 piece 3/4" plywood 3" x 6" for each student for V blocks
1 C clamp or vice for each student
1 Coping saw for each student
1 half round file for each student
1 sheet 90 grit and one sheet 200 grit abrasive paper for each 4 students
2 buffers and tripoli component for each 10 students

Procedure: "Teacher Instruction"

1. Show film "The World of Shape" FS-R,K-1
   "Plastics: Industrial Processes and Products" F 7-12
2. Discuss with students the characteristics of plastics
   Example: brittle, chips easy, can be formed by heat treatment, can be cut and sanded with woodworking tools, etc.)
3. Discuss the specific design of a letter opener.
   a. Avoid thin spots which might break easily.
   b. Develop a sharp point and blade which will enter and cut an envelop easily.
   c. Design a handle which looks pleasing and is comfortable to hold.

4. Give students 3" x 6" plywood, clamp to desk with C clamp or clamp in vice and demonstrate use of Coping saw to make a V in one end of block.
5. Draw designs on paper until a satisfactory design has beet found.
6. Transfer design to plastic.
7. Using V block demonstrate how to use the Coping saw in cutting wut letter opener.
8. Finger gage blade line on both sides of blade and file to a sharp edge.
9. Use 90 grit and 200 grit abrasive to sand all rough surfaces.
10. Demonstrate use of buffer in polishing sanded surfaces.

"Student Activity"
Beginning with procedure 4 the students will be given time after each demonstration to work on that demonstration. The timing of demonstrations will be dictated by the fastest students in the class.

PREREQUISITE ACTIVITY #1

Purpose: The purpose of this unit is to further acquaint students with solid plastics in industry; specifically, heat forming, lamination and drilling.

Objectives:
1. Given plastic material the student will learn to use the following tools in the shop:
   a. Drill Press
   b. Jig saw
   c. Strip heater
   d. Oven (Home Ec. Dept.)
2. As each tool is demonstrated its importance in industry and safety features will be emphasized.
3. Given the appropriate plastic each student will construct projects involving the above mentioned tools.

Materials

Power Disc & Belt Sander
Drill Press
Jig saw
Strip heater
Buffer
Forming Oven

Vice for drill press
Plastic
Laminating cement
Jig Molds

Procedure:
1. Demonstrate each tool above giving special attention to its use and importance in industry.
2. Stress safety procedures involved in working with each tool.
3. Each student will construct projects involving the use of each tool or activity.

4. Suggested projects:
    a. Letter opener with twisted handle
    b. Letter opener, clear plastic laminated with colored plastic cement
    c. Salt and pepper shakers
    d. Candy dish, formed by heating in oven
    e. Cake server

5. The instructor should select a project appropriate to the class level and work it through the various steps and processes one step ahead of the students.
   Example:
    1. Project design
    2. Material cost planning
    3. Pattern transfer
    4. Cutting with jigsaw
    5. Power sand trimming
    6. Drilling
    7. Filing and abrasive preparation
    8. Chemical or buff finishing
    9. Heat forming and shaping

6. Related Information:
    a. Safety factors at all points
    b. Related career aspects should be included i.e.
        Product designers
        Product planners
        Production workers
        Marketing
        Sales

By Leroy Haagard

CAREER EXPLORATION

Theme: Model Car Construction

Grade Level 6-7-8
Curriculum Area Ind. Education
Elements All
Life Role All
Career Cluster Marketing
Construction

Purpose: The purpose of this unit is to (a) develop in the student an elementary understanding of automotive design, (b) become familiar with simple woodwork tools and finishing processes, (c) to develop an appreciation of the importance of fine detail work and accuracy in workmanship.

Objectives:

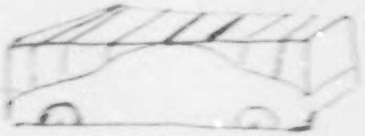
1. Given a block of sugar pine 3"x2"x9", pencil and paper, the student will develop a pleasing and functional design for a model car.
2. The student, using basic hand tools, will carve out a model car.
3. Using brush or simple spray techniques will apply a finish to the car.
4. The activity will culminate in championship races held in the gym with all 6-8 students invited to come.
5. The students will be instructed in conduct appropriate for contestants and spectaters at all sporting events.

Materials: Race track using 1 sheet ¾" plywood 4'x10' raised 30" from the floor at the starting gate. It will be divided into 3 lanes, 16" wide with a 3/4" x ¾" divider between each lane and have a starting gate so that all 3 cars can start at the same time. Three layers of butcher paper may be used at the lower end for a smooth take-off onto the gym floor.

1 scale to weigh cars (limit 1 lb.)
1 chalk board to tally scores
1 piece sugar pine 3"x2"x9" for each student
1 back saw for each 3 students
1 ¾" chisel for each 2 students
1 ¼" chisel for each 5 students
1 set carving tools for each 10 students
1 sheet 90 grit abrasive paper for each 2 students
1 " 120 " " " " " " "
1 " 220 " " " " " " "
1 try square for each 5 students
1 length piano wire to fit wheels for each 4 students
2 sets wheels for each student (preferable 1½" #63½ wheels. (wire and wheels can be purchased at Aero Sports on 120th and Division, Portland. Order 6 weeks in advance.).

brushes, paint and paint thinner (spray paint must be furnished by students if they wish it).

Procedure:
1. Give each student a block of sugar pine 3"x2"x9" and a piece of butcher paper.
2. Lay the block (2"x9" side) on the paper and trace around the block. Do this several times.
3. Discuss design techniques.
   a. pleasing to look at
   b. functional (example - fenders so low that wheels stick through fender)
   c. effects of wind on car
   d. importance of cars ability to travel in a straight line
4. a. Draw design (silhouette) in each space until you have a pleasing and functional design.
   b. It is preferable to have several sample cars for students to look at as many students cannot come up with an original design.
5. Put a 1½" #16 nail (substitute for an axel) through the wheel and place a wheel on the block at desired 2 locations (front and rear) with nail pressed tight against block and (with pencil slanted towards center of wheel) trace around the wheel and mark axel location at the nail.
6. With a try square tilted up, so as not to dull the tooth on the saw, put the handle of the square tight against the side of the block and cut two cuts one at each axel mark. The key to a successful race lies in this step. If the axel cuts are not parallel the car will not go straight. Cut 1/8" deep into the bottom of the block.
7. With try square draw lines ½" apart across the top of the block.



8. With a back saw cut down lines to silhouette of car.
9. With chisel cut away the wood above the silhouette line.
10. Finger gauge lines on top and sides for fenders and ornamental lines.
11. Cut away material around fenders and ornamental lines with chisel and carving tools.
12. Turn block over and carve out wheel wells or bore with auger bit.
13. Sand car with abrasive paper-fill unwanted holes with plastic wood and sand again.
14. Paint with one coat undercoat and 2 or 3 coats enamel or if student prefers he can purchase a spray can and spray it.

Model Car Construction (continued)

15. Cut axels (piano wire) put on wheels and 2 washers between wheels (pop rivets with the nail removed make excellent washers.)
16. Mash each end of axel in large metal bench vice.
17. Glue axele into saw cuts on bottom of car and let dry 24 hours.

Model Car Race Rules

1. Hold races in shop (speed races) to determine the top 6 cars in each class.
2. arrange with principal, P.E. instructor and staff for an appropriate time to hold the races in the gym and invite all 5th and 6th grade classes to come.
3. Discuss with total group proper conduct for spectators and participants (no booing,etc.)

WORKMANSHIP

4. Invite 3 teachers to judge for workmanship.

SPEED RACE

5. The distance will be the length of the track plus 4 feet.

DISTANCE RACE

7. Let cars go down track and coast as far as possible and measure the distance.

PRIZES

8. Suggested prizes:
    a. trophy
    b. model kits
    c. ribbons

By Leroy Beagard

CAREER EXPLORATION

Theme: Finding the Job

Grade Level 8th
Curriculum Area Industrial Ed.
Field Trip/HE/L.A. /S /S
Elements 1,3,4,5,6
Life Role Vocational
Career Cluster All

Purpose: To help students realize the importance of doing research before applying for a job and to give the students real life experience in applying for a job.

Objectives:
1. Given a variety of sample application forms, students will compile a list of 10 common items of information requested on the form.
2. Given the name of a certain company, the student will find out all he can about the Industry involving the company, and the individual company requirements.
3. Given the application form from the chosen company, the student will fill out the application form and participate in a simulated interview with the shop instructor acting as the personnel director of the given company.

Materials: one application form from several companies and these duplicated, one for each student.
one class load of duplicated application forms from the chosen company to be used for the activity.
one pen per student.
Reference material.
  a. The World of Work Kit Lesson tape. (Call LeRoy Wallis' office Area II).
  b. Occupational Outlook Handbook.
  c. SRA Kit "Occupational Exploration K.K."
  d. Dictionary of Occupational titles.
  e. Book "Jobs in your Future" Scholastic Book Services,New York, by Marian Lee.
  f. "Apply Here Cartoon" B-27

Finding the Job (continued)

Procedure:

1. Collect application forms from several companies.
2. Discuss the application forms with the class and list 10 similarities.
3. Discuss with the class "job getting" skills:
    a. Grooming for the interview.
    b. Know about the industry, company and individual job before applying.
    c. Attitudes of an applicant (example: optimistic, cheerful).
    d. Study applications form carefully before filling out.
    e. Questions to ask and not to ask.

4. Keep one application form from a particular company separate for this activity and duplicate one copy for each student.
5. Have students fill out this application form with pen and bring it to a simulated interview, with the instructor serving as the personnel director.
6. Only one student in each class can be hired for the particular job.
7. If possible, provide some kind of reward for the student who "gets the job". (example: $2.00 in free material to be used for a shop project.)
8. Optional reward; If you use the "contest activities" have the winning student from each class come in for a second interview and award 5 points to the class score of the student who is finally hired for the job.

By Leroy Beagard

CAREER EXPLORATION

Theme: How to Keep a Job
Ref. Book "Jobs in Your Future"
Scholastic Book Services
New York

Grade Level 8th
Curriculum Area Ind. Ed./H.E./
L.A./S.S.
Elements All
Life Role Vocational
Family
Citizenship

Purpose: To acquaint students with personal traits necessary to hold a job.

Objectives:
1. Given a very dirty shop following the work period, the students will work as a team in cleaning up the shop using the guidelines developer during class discussion.
2. Given a particular clean up job the student will complete the job satisfactorily in terms of predetermined requirements.
3. Given the opportunity to be the shop forman, the student will oversee the clean up activities, including directing students to do extra jobs for any student absent.

Materials: one dirty shop
clean-up tools: brooms, counter brushes and dust pan

Procedure:
1. Construct adjustable clean-up chart so that each student has an assigned job for a given time. It can be rotated so that each student will have been responsible for each job at one time during the year.
2. During the first week of school discuss the importance of finding and holding a job in the near future.
3. During this discussion relate this "How to keep a Job" to the period of time in shop designated for clean up. Emphasize the following items of time in shop designated for clean up. Emphasize the
   a. Look right for the job. (clothing, hairdo, cleanliness, etc.)
   b. Be on time, coming and going. Cheating on time is costly to the owner. In the shop stop work immediately when clean-up is called, put tools and projects away, do your assigned job and line up. Be willing to do an extra job if the foreman asks you to.

How to Keep a Job (continued)

c. If you can't come to work; call the boss and tell him. In the shop if you must leave early for a doctors appointment or to show a film tell the foreman as well as the shop instructor.

d. Do the work that has to be done. Learn to do a good job, whether it is a pleasant job or not.

e. When you are on the job, work on the job. Horsing around can be dangerous and wasting time is expensive.

f. Be polite to everyone. Learn to get along with people. Control your temper. Cooperate with your fellow workman.

g. Do what you are asked to do. The forman may ask you to do an extra job. Don't argue about it. In industry you may have the opportunity to learn something new.

h. Get to be good at your job. In the shop you should be able to do your job better and faster after two weeks of experience. In industry the boss, when looking for someone to promote to a higher position will look for a workman who is most efficient.

i. Be able to take instructions: Don't think you know more than your boss. Usually there is more than one way to do a job. The boss usually knows which way is best for this situation so do it his way.

j. Be able to take criticism. The forman may not be satisfied with your work so accept his criticism. First, he is responsible for quality of the product. (In this case a clean shop) and second, he wants you to succeed on the job.

By Leroy Heagard

CAREER EXPLORATION

Theme: The Machine Operators Permit

Grade Level 7/8
Curriculum Area Ind. Ed.
Elements 2,4,7
Life Role Vocational
Leisure
Career Cluster All

Purpose: The purpose of this activity is to have students become proficient in the use of a particular power tool.

Objective: Following a demonstration of how to use the tool, memorization of the parts of the tool, and operation of the tool the student will receive a "machine operator's permit" which gives him permission to operate the tool for the remainder of his tenure in shop.

Materials; shop power tools
"Machine Operator's Permits" (obtained from School Dis. #1.)

Procedure:
1. Demonstrate how to use the machine.
2. Have the student memorize the parts of the machine.
3. Observe the first time the student uses the machine.
4. Give the student his card and sign the date and appropriate machine.
5. Have the student read the safety pledge on the permit and sign it.
6. If a permit is not in his pocket or locker, he cannot use the machine.
7. If a permit is lost, have the student do step #2 over again. And (if approved impose a financial cost to replace the card, and relate this to a lost drivers license).

By Leroy Hesgard

CAREER EXPLORATION

Theme: How Does a Business Start and Operate?

Grade Level 7/8
Curriculum Area Ind. Ed./ L.A./
H.E./S.S. Field
Trip
Elements All
Career Cluster All

Purpose: To develop with students an understanding of how a small business is organized: to have students organize a business, operate and make a profit or loss: to provide an experience where students realize their role in product production.

Objectives:
1. Given a survey form, the students will take a survey of need.
2. From a community resource, students will learn and list the requirements--purpose of setting up a small business.
3. By personal experience, learn selling techniques---shares---product.
4. Give student experience in purchasing materials and figure cost and profit or loss.

Materials: survey sheets, share cards, receipt books, deposit slips, bankcheckbook, production materials, films, speakers.

Procedure:
1. Develop outline for survey, collect data, organize students: Managers, Treasurer, Secretaries, Salesman, Production Workers.
2. Sell shares, bank money, buy material, start production, sell products, figure profit, pay shareholders.

ACTIVITIES:

a. Candle-making, Pilgrim dolls and Santa Claus dolls
b. Plastic projects
c. Leather projects
d. Wood projects

By Paul Stewart

CAREER EXPLORATION

Theme: Assembly Line Production

Grade Level 7/8
Curriculum Area Ind. Ed./ H.E.
S.S./ Field Trips
Elements All
Life Role Vocational

Purpose: Provide opportunity for students to become aware of the duties and the responsibilities of mass production.

Objectives: Students will by hands on experience identify his own abilities and desires in terms of the job task range. The student will experience the reasons and results of mass production by being an active part of a mass produced project.

Materials: patterns and jigs, pine wood, nails, hammers, vises, power jig saws, sand paper, machine sanders, finishing materials (example: lacquer, varnish, oil, wax, paint).

Procedure:

1. Each student will draw simple (teacher sample) plan of project- figure cost of project, cut material to fit jigs, sand each part, drill holes with power drill press, sand and assemble, finish project.

By Paul Stewart

CAREER EXPLORATION

Theme: Measurement Unit

Grade Level 7/8
Curriculum Area Ind. Ed./Math/ H.E./ S.S.

Purpose: To strengthen present student skills in measurement and create awareness of domestic and international measurement; to have each student become familiar with measurement skills through individual and classroom experience, and to have students realize that measurement is interrelated to all life roles.

Objectives: After students use work sheets for identification and use of unit measurement (English and Metric). Each student will be able to identify and apply basic units of measure by making assigned projects. Students will be able to use graph paper for designs, patterns, maps, pictures, reduce and enlarge assigned projects.

Materials: work sheets, books (Learning about Measurement), tests (Sanyle included) models (rulers, protractors, calipers, etc.) projects, (to be made), tools (tapes, ruler, yard stick, **dividers, balances**, stop watch, thermometer, scales), graph paper.

Procedure:

1. Students estimate unit measure with objects in room, then use tools and make actual measurements.
2. Students collect measurement instruments for display.
3. Students make floor plan of room using metric measurement.
4. Have students collect, observe, and compare unit cost on consumer goods.
5. Pretest-Post Tests
6. Each student is assigned a hand tool wood shelf which must be designed and made.

By Paul Stewart

Measurement Unit (continued)

Test Sample

Sample tentative questions that (after refining) could be used as a pretest on the Measurement Unit.

1. Which line is closest to an inch? Put a check mark above the one that you think is closest to an inch.

____________________ ____________________ ______

2. Put a check above the line which you think is closest to a centimeter.

_________ _______________ _________________________

3. A mile is (Check the line which you think makes the correct answer.

___________ longer than
___________ shorter than
___________ the same as a kilometer?

4. A yard is the

___________ same as
___________ longer than
___________ shorter than a meter?

5. How many inches in a foot?

______ 8
______ 10
______ 12

6. How many feet in a yard?

______ 3
______ 4
______ 5

7. If this were an inch, put a check mark over the mark that you think it is

1/8 inch 1/4 inch 1/2 inch 3/4 inch

8. An ounce weighs the ________ same as
________ more than
________ less than a pound.

9. If you buy milk in this country at a store, do you buy it by the

pound_________ inch_________ quart_________

10. When you go to the store to buy fabric for a dress do you buy it by the

pound_________ yard_________ ton_________

(continued)

Sample Text (Continued)

11. When you buy gasoline at the gas station, do you buy it by the gallon________ cup____________ pound____________

12. If you had to walk to school (fairly quickly) and the distance was 10 blocks, about how long would it take you?

_________ 2 minutes
_________ 10 minutes
_________ two hours?

13. Which one of the people in the following professions would require a thermometer in their jobs?

_________ nurse
_________ lawyer
_________ teacher

Theme: Field Trip Observation "ABC" Game

Grade Level	4-8
Curriculum Area	All- Field Trip
Elements	2,3,4,5,7
Life Role	Vocational

Purpose: To classify and record career related observations on a field trip or within the school

Objectives: When on a particular field trip (either in school or out) a student will be able to search out particular jobs and identify a product, tool and trait related to that job.

Materials: 1 ABC summary sheet per student or team
pencils
writing board

Procedures:
1. Demonstrate observation skills on a school job by filling out part of ABC sheet. e.g. S-Secretary, R-Reports and T-Typewriter; or one could go straight across with the letters by Job - Secretary, product-schedules, tools-stencil and trait-efficiency.
2. Distribute ABC Inventory Sheets, pencils and writing board.
3. Set geographical as well as time limits for study.
4. Discuss the students findings; e.g. What was the most unusual thing you found?
5. Post data sheets in room so students may have an opportunity to compare them.
6. Remind the students to record only what they see, not what they think should be there.

Idea from John Davies
Adapted by: Leroy Hesgard

ABC INVENTORY

NAME______________________________

In-School jobs:

	JOB		PRODUCT		TOOL		TRAITS
A							
B							
C							
D							
E							
F							
G							
H							
I							
J							
K							
L							
M							
N							
O							
P							
Q							
R							
S							
T							
U							
V							
W							
X							
Y							
Z							

TOTAL _________+__________+_________+__________+_________+_________

GRAND TOTAL_______________

Theme: Job Investigation Game

Grade Level	5-6-7
Curriculum Area	All/Resouces
Elements	All
Life Role	Vocational
Career Cluster	All

Purpose: The purpose of this activity is to (a) acquaint students with jobs, and job characteristics, (b) explore how to find out information by asking explanatory questions, (c) learn that certain types of jobs have similar characteristics and activities, (d) to learn that there is dignity in all types of jobs, not just glamor jobs.

Objectives:

1. Given a particular job title, a student will be able to ask pointed questions to gain information about that job.
2. Given a list of jobs students will be able to group them by similar characteristics (clusters)
3. Given a particular job for comparison , one a so called glamour job (nurse), and the other a none glamorized job. The students (through class discussion) will come to realize the importance of the person in any particular job.

Materials: 1 card (3x5) for each student
masking or scotch tape

Procedure: (For a class of 30 students)

1. Choose 6 clusters and type 5 different jobs (one job on each card) on five 3x5 cards from each cluster.
2. Explain all the purposes of the game to the students.
3. Tape a piece of paper with a job on it on each students' back.
4. Each student must learn his or her job by asking questions in the following manner:
    a. Questions must be answerable by either a yes or no.
    b. Students can ask only 3 questions of each person and then move on to another student and ask 3 more questions.
    c. Continue until you identify your job.
5. When you learn your job remove it from your back and tape it to your front-write it on the chalkboard- be seated.
6. Now ask them to group themselves into groups according to jobs which have similar activities, or related skills.
7. Ask each group why they grouped together and discuss the similarities.

8. Choose two jobs (nurse, sales clerk) and ask which is most important. Point out the fact that the most important thing is the person in the occupation.

Comment:

One talented Surgeon in a Portland Hospital made the statement, "I could be gone for a week and things would go on as usual, but just let the man who empties the waste baskets stop his work and he would be missed within a day".

Idea by Dick Gardner
Adapted by Leroy Hesgard

Career Cluster	Associated Occupations
a.____Agriculture	a. Farmer or rancher, produce grower, greenhouse or nursery, orchardist, machinery dealer or mechanic, tree surgeon, equipment sales, landscape.
b.____Marketing	b. Real estate, insurance, store manager, advertising, route driver, merchandise manager, buyer, sales clerk.
c.____Health Occupations	c. Dental assistant, nurse, medical assistant, ambulance attendant, orderly, medical lab assistant, nurse's aide, physical therapist.
d.____Food Service	d. Cook, baker, waiter-waitress, bus boy-girl, pantry-man-sandwich man, salad chef, dietician.
e.____Bookkeeping/ Accounting	e. Accountant, bookkeeper, payroll clerk, key punch or bookkeeping machine operator, posting clerk.
f.____Clerical	f. Typist, general office, bank teller, library assistant, receptionist, duplicating machine operator.
g.____Secretarial/ Stenographic	g. Secretary, transcribing machine operator, stenographer, legal secretary, medical secretary.
h.____Mechanical	h. Auto-body repair, auto-mechanic, air conditioning mechanic, appliance repair, farm and logging equipment mechanic, marine mechanic, diesel mechanic, hydraulic equipment mechanic, aircraft and engine mechanic, service station attendant, millwright, vending machine mechanic.
i.____Construction	i. Carpenter, bricklayer, painter, plasterer, plumber, roofer, electrician, cabinet maker, ironworker, pipe-fitter, grader operator, daywell applicator.
j.____Electricity/ Electronics	j. Lineman, motor repair, radio repair, electronic technician, electrician, television service repair.
k.____Metals	k. Welder, machinist, pattermaker, tool and die maker, metal fabricators, blacksmith, lathe operator, sheet metal worker.
l.____Drafting	l. Mechanical draftsman, architectual draftsman, detailer, civil and structual draftsman, commercial.
m.____Social Service	m. Barber, beautician, fireman, police, recreation aide, educational aide, legal aide, safety inspectors,
n.____Forest Products	n. Logging occupations, sawmill occupations, pulp and paper mill occupations, log truck driver, forester, scalers, and graders.
o.____Graphic Arts	o. Photographer, photoengraver, offset press operator, typographical layout and design.

CAREER EXPLORATION

Theme: Job Information Game "What's My Emotion?"

Grade Level 5-6-7
Curriculum Area All
Elements 1,2,3
Life Role All
Career cluster All

Purpose: The purpose of this activity is (a) to make students aware of personal feelings and emotions and how they effect his performance in your job; (b) explore how to find out information by asking explanatory questions; (c) learn that certain types of emotions have similar characteristics.

Objectives:

1. Given a particular emotion, a student can identify definite characteristics of that emotion; (a) given a list of emotions, a student can group them by groups having similar characteristics.

Materials: one 3 x 4 card for each student
masking or scotch tape

Procedure:

1. Write up cards using same format as in "What's My Job?", only substitute emotions instead of jobs on card. (Examples: love, hate, happy, sae, anger, frustration, tension, enthusiasm, enxious, shy, delighted, thoughtful, etc.).
2. Follow steps 2-8 in "What's My Job?" game.

Idea from Dick Gardner
Adapted by Leroy Hesgard

PCE K-10
June/73

Ind. Ed. 18
Edited 6/74

CAREER EXPLORATION

Theme: Time Is Money

Grade Level 7/8
Curriculum Area All
Elements 1,2,3,4,6,8
Life Role All
Career Cluster All

Purpose: The purpose of the activity demonstrates that employee's personal values and habits are important to employers and employees and teach students that mischief and practical jokes are very costly to industry, to realize that this type of conduct is reflected in raised prices of consumer goods, too much of this activity can cause business failure.

(Comment: Each year some students will hide another student's project or part of a project causing considerable loss of time.)

Objectives:
1. Given a set of conditions involving a missing part, the student will be able to compute the time loss and convert it into financial loss.

Material: None

Procedure: Condition: A student's project (or part of project) is missing.

1. The teacher and student search for the project for a given time (example 30 minutes).
2. The whole class is shut down and all students search for the missing project (example 30 minutes) until it is found.
3. With the whole class compute the time and money loss.

Owner 30 minutes x $20.00 per hour = $10.00
Forman 30 minutes x $10.00 per hour = 5.00
15 students at $6.00 per hour = $90.00 x 1/2 hr = 45.00
Total Loss $60.00

4. Discuss with the class what this loss can mean, to a small business in terms of (a) increased cost of product (b) affects on the families of the workers who lose their jobs.

By Leroy Hesgard

Theme: Levels of Training

Grade Level 7/8
Curriculum Area Ind. Ed.
Elements All
Life Role Vocational
Career Cluster All

Purpose: For students to become aware of the different levels of training required for different jobs.

Objectives:
1. Students will list in writing three different levels of training necessary in performing different jobs.
2. Students will give examples of jobs within a given cluster that require each of the three levels of training.

Materials:
paper
pencil
D.O.T.

Procedure:
1. Students are to define the following terms:
   a. Skilled
   b. Semi-skilled
   c. Un-skilled
2. Students are to make a list of 25 jobs found in their community and indicate the level of training necessary to perform each of the jobs.
3. Students are to group these 25 jobs into career clusters.

By John Harris

ADDITIONAL ACTIVITIES

CROSS REFERENCE TO OTHER SECTIONS

ACTIVITY	SECTION/PAGE
Industrial Designer I	Art 9
Industrial Designer II	Art 10
Stage or Set Designer	Art 13
Crossword Puzzle	Hlth 24
Measuring and Estimating (Treasure Hunt)	Math 4
Journeyman and Apprentice Pay Rates	Math 6
Compensation-Overtime	Math 7
Frozen Images	PE 5
How Come I Never Get a Job?	PE 8-9
Mystery Box	SpAch 0
Work Orientation (Care of Equipment)	SpAch 10
Work Orientation (Cleaning Work Area)	SpAch 31

LANGUAGE ARTS

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CAREER EXPLORATION

Theme: Take a Blank to Lunch

Grade Level 7/8
Curriculum Area Language Arts
Self Understanding
Elements 5
Life Role Vocational
Career Cluster All

Purpose: For students (through humor) to relate ideas between various occupations and word carricatures of those occupations.

Objectives: Students will list a dozen occupations and invent a word carricature for each.

Materials: pencil and paper

Procedure:

1. Introduce lesson by giving students a few examples of your own:
   a) Take a banker to lunch and give him the check.
   b) Take a librarian to lunch and check her out.
2. Ask students to list occupations and carricatures of them—at least one dozen.
   (Option) Students might work together in pairs or small groups on this project.

Idea by Don Wright, KGW Radio
Adapted by Pat Walhood

Theme: Paint Your Wagon

Grade Level 7/8
Curriculum Area Language Arts
Self Understanding
Elements 1, 2, 8
Life Role Vocational
Career Cluster All

Purpose: To discover positive aspects of a particular job by writing or telling about job in a "Tom Sawyer" manner. In other words, you want to make the job sound so good that they would pay you to let them do it.

Objectives:
1. Students will construct a list of twenty-five interesting jobs.
2. Students will delineate five positive aspects about one of the jobs in the student list.

Materials: chapter from Tom Sawyer, "Tom Paints the Fence."

Procedure:
1. Teacher reads story from Tom Sawyer about how Tom persuades friends to do his job. Then talk about the job, discuss positive aspects of job: feeling of accomplishment, creativity, power, personal relationships, etc. 10 minutes.
2. Teacher constructs list of 25 interesting student job suggestions on board. 5 minutes.
3. Students individually write why they think one job would be so interesting or full of positive aspects that people would pay to do job. 20 minutes.
4. Share writings orally. 10 minutes.

By Stephen Larson

CAREER EXPLORATION

Theme: 1984

Grade Level	7/8
Curriculum Area	Language Arts Self Understanding
Elements	All
Life Role	All
Career Cluster	All

Purpose: To consider what will be needed by people and what jobs people will be doing in the year 1984.

Objectives:
1. In small groups students will compile a list of at least 5 items necessary for survival in the year 1984.
2. Using their list, students will speculate and write down who will produce these items.

Materials: paper, pencil, 1984 (reference book for teachers, author Orwell).

Procedure: Working in small groups students will compile a list of items necessary for survival in the year 1984. They will then consider who will produce these items? (What jobs will be needed?) and share their data together as a total group.

By Marilyn Fellers

CAREER EXPLORATION

Theme: My Family

Grade Level 7/8
Curriculum Area Language Arts
Elements 2
Life Role Family,
Self-awareness
Career Cluster None

Purpose: To show that family members work together and share goals for today and the future.

Objectives:

1. Through small group discussion, students will list at least 5 goals of their family (providing food, education, values, etc.).
2. Students will design and construct a mobile or large mural to illustrate the family goals of each group.

Materials: magazines, paint, butcher paper, coat hangers, construction paper

Procedure: The entire class will discuss the concept of goals. (What goals do I have as a student? etc.). In small groups students will then list at least 5 goals of a family and illustrate them by preparing a mobile or a mural.

By Marilyn Fellers

CAREER EXPLORATION

Theme: Adults Roles

Grade Level 7/8
Curriculum Area Language Arts
Resources
Elements 5
Life Role Vocational
Career Cluster All

Purpose: To increase students' understanding of parents' occupational role and develop skill in obtaining information from the yellow pages of the telephone directory.

Objectives: Given a Portland Telephone Directory, a student will from the yellow pages, develop a list of 6 business or locations in the Portland area that have jobs that his/her parent (or another adult they choose) now hold.

Materials: Telephone directories (yellow pages), per 5 students, if possible. (Available by calling Pacific N.W. Bell)

Procedure:

1. Students will select an adult they know (either parent or another adult they know) and list that adult's occupational title.

2. Using the yellow pages of the telephone directory, ask students to list 6 businesses or locations in the Portland area where people hold the same job as the one they listed.

Idea by Cathy Williams
Adapted by Pat Walhood

CAREER EXPLORATION

Theme: Parents' Work Roles

Grade Level 7/8
Curriculum Area Language Arts Resources
Elements 1, 5, 8
Life Role Vocational
Career Cluster All

Purpose: The purpose of this lesson is to develop in students an understanding of their parent(s) role as a worker.

Objectives:

1. Given the classified ad section of a newspaper, each student will list at least 2 occupations that have similar skills as required in the job(s) held by their parents.
2. Given a paper and pencil a student will list their parent(s): (a) job title; (b) cluster of occupations the job falls in; (c) educational training required for entry into their parent(s) occupation....with 100% accuracy.

Materials:

pencil, paper
Classified ads
Oregon Cluster Guides

Procedure:

1. Discuss skills that are common to different occupations such as typing skills needed for secretarial jobs, bookkeeper, newspaper reporter.
2. Review or introduce the concept of clusters.
3. Review the meaning of "entry level requirements."
4. Assign lesson dealing with classified ads.
5. Assign lesson dealing with parent(s) jobs.

Idea by Cathy Williams
Adapted by Dick Saulsbury

Theme: Survival

Grade Level 7/8
Curriculum Area Language Arts
Self Understanding
Elements 1, 3, 6
Life Role All
Career Cluster None

Purpose: Students will realize by means of small group discussion that survival is dependent upon working and working as a member of a group.

Objectives:
1. Given paper and pencil, small groups of students will consider the 10 people listed on the board and write answers to the 6 questions found in procedure.
2. Based on data gathered from the 6 questions, the total class will report and evaluate their conclusions.

Materials: paper and pencil

Procedure: The students will imagine there has been a plane crash an the following people have survived on an island.
1. A hungry motherless baby
2. A heavy adult man, about 40 years old
3. A calm poised 17 year old male, teenager
4. A helpless old woman
5. A frightened 14 year old girl
6. A motherless 3 year old boy
7. A strong adult man
8. A 25 year old woman
9. An aggressive 15 year old boy
10. A crippled young woman

Through small group discussion and interaction, the following questions should be considered:
1. Which individuals will make the first efforts to communicate and what will it be about?
2. How are the people apt to group themselves in order to help and take care of each other?
3. Is there anyone in the group who might not find anyone to communicate with? What might they eventually do?
4. Which people will be concerned with the survival of the whole group? What individuals will be concerned with only themselves? Why?
5. Which person will become a leader? Why?
6. What jobs will need to be done within the first week to insure the survival of the group?

By Marilyn Fellers

Theme: Finding Classified Advertisements

Grade Level	7/8
Curriculum Area	Language Arts Resources
Elements	1, 5, 7, 8
Life Role	Vocational
Career Cluster	All

Purpose: To give students further experiences in locating classified newspaper advertisements relating to occupations and in relating concepts such as entry level requirements, and people, data, things to the jobs involved.

Objectives:
1. Students will locate advertisements for all of jobs listed and paste them on their paper.
2. Students will list entry level requirements for each advertisement and will determine whether each deals primarily with people, data or things.

Materials:
Newspaper classified sections
paper and pencil
scissors
Elmer's glue
List of classified advertisements to locate

Procedure:
1. Put list on the black board of advertisements you wish students to locate. *Suggestions-list about 8 from Help Wanted Section and 2 from Jobs Wanted Section. Also list 1. Entry level requirements 2. People, data, things.
2. Have each student locate the advertisements listed on the board, cut them out and paste them on a sheet of paper, leaving room to write information about each.
3. For each advertisement have students list the entry level requirements (experience, skills, educational background) and whether or not the job deals primarily with people, data or things.

By Pat Walhood

CAREER EXPLORATION

Theme: Classified Advertising and Ways to Use It

Grade Level	7/8
Curriculum Area	Language Arts Resources
Elements	5, 6, 8
Life Role	Vocational
Career Cluster	All

Purpose: To understand information contained in classified ads.
To be able to relate similar skills, salaries, and working conditions.
To identify job clusters by descriptive information.

Objectives:
1. Student will write at least one classified ad for one job.
2. Student will read their ad to class or small group.
3. Students will identify job clusters correctly for 75% of the ads read.

Materials: pencil and paper, and cluster guide.

Procedure: Discuss information contained in classified ads. This would be a following activity to choosing a job, home, car from the ads activity. Write ad so that significant data is included in it. Have students read classified ads to class and students are to guess the career cluster that each job would be related to. (Lesson may be used with small group).

By Stephen Larson

PCE K-10
June/73

LA 1.9

CAREER EXPLORATION

Theme: Write an Ad, Sell a Friend, Rent a Pet

Grade Level 7/8
Curriculum Area Language Arts
Resources
Elements 1, 3, 6
Life Role All
Career Cluster Social Services

Purpose: To be convincing in what you say and what you write. Learn propaganda techniques that are used to influence people.

Objectives:
1. Each student will write one advertisement.
2. Each student will list correct examples of three propaganda techniques.
3. Each student will cite 2 propaganda examples in other student's advertisements.

Materials: pencil, paper, newspapers, magazines

Procedure:
1. List on the blackboard propaganda techniques
   a. cardstacking
   b. glittering generalities
   c. transference
   d. bandwagon
   e. identification
   f. just plain folks
2. Discuss propaganda techniques, have students give examples of propaganda from newspapers and magazines
3. Have students write an advertisement to sell or lease something in the students' possession.
4. Make list of techniques used in students' work as recognized and cited by student.
   Option: List unique things that can be sold or advertised.

By Stephen Larson

CAREER EXPLORATION

Theme: Yellow Page Scavenger Hunt

Grade Level	7/8
Curriculum Area	Language Arts Resources Social Studies
Elements	2, 4
Life Role	All
Career Cluster	None

Purpose: To discover contents and locate information in yellow pages of telephone directory.

Objectives: Given a list of questions (see sample in procedure) students will locate and write answers to questions using yellow pages of telephone directory with 85% accuracy.

Materials: 1 yellow page section for every 2-5 students (Available by calling Pacific N.W. Bell)
1 ditto worksheet of questions.

Procedure:
1. Working individually or in small groups students will be given ditto and yellow pages section of telephone book.
2. Sample questions:

Yellow Pages Questionnaires

How does it work--do you have to pay to be in yellow pages of the phone book?
Types of information in front
Which Buildings

1. If you live between N.E. Broadway and N.E. Mason on N.E. 25th Ave. what is your zip code? (97212)
2. Where can you call for zip code assistance? (nearby Post Office).
3. On what pages of the classified section do you find zip code and postal information? (2 & 3)
4. On what day of the week was July 4 in 1776? (Thursday)
5. Can you catch an Arlington Heights bus on the corner of 5th and Salmon? (no)

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June/73

LA 1.11a

Edited 6/74

Theme: Yellow Page Scavenger Hunt (cont'd.)

6. What is the name of bus 1-A? (Beaumont-Air Base)
7. On what pages of the classified sections can you find information about Tri-Met bus routes? (5-7)
8. What is the phone number to call for information about bus routes and schedules? (233-3511)
9. On what pages is the index to the yellow pages? (8-31)
10. If you wanted to find a tombstone manufacturer what listings would you look under? (monuments)
11. On what page do the yellow pages listings start? (page 32)
12. What is the address and phone number of the office of the Certified Public Accountant named L. T. Neighbors? (707 S.W. Washington)

By Dick Saulsbury
Pat Walhood

CAREER AWARENESS

ACTIVITIES/

COMMUNICATION SKILLS

LA 2.0

CAREER EXPLORATION

Theme: Letter Writing

Grade Level 7/8
Curriculum Area Language Arts Resources
Elements 5, 7
Life Role All
Career Cluster All

Purpose: To develop skills in writing a business letter and to discover other methods of gathering career information.

Objectives: Each student will write and mail a business letter with the specific purpose of requesting information (brochures, pamphlets, etc.) about a job or cluster.

Materials:

1. pen, paper, envelopes, stamps
2. Resource of name and addresses (A "starter" file of free occupational literature)
3. Language text for reference on writing a business letter.

Procedure:

1. Discuss business letter writing techniques and envelope addressing.
2. Each student will choose a job or cluster of his interest and find an appropriate person or organization to write to for information. (refer to JOB-O for interest survey)
3. Each student will write and mail a business letter asking for free career information.

By John Callas
Dick Saulsbury

CAREER EXPLORATION

Theme: School Newspaper

Grade Level 7/8
Curriculum Area Language Arts
Resources
Self Understanding
Elements 1, 3, 6, 7, 8
Life Role All
Career Cluster Social Services

Purpose: To show ideas and opinions through writing.
To improve writing skills through editing and publishing a school newspaper

Objectives:
1. Given a sample local newspaper, "Oregonian," the students will list six assignments that can be adequately covered by members of the class.
2. Students will complete writing assignments and publish a newspaper periodically.

Materials: pencil, paper, newspaper
Newswriting examples and ideas
Printing device

Procedure:
1. Use an "Oregonian" to show examples of sections in newspaper.
2. Have students construct list of sections to be assigned and choose areas to be covered by particular students.
3. Involve class in editing articles, stories, and ads.
4. Print newspaper and sell them in school.
5. Use money for class project, field trip, party, or class donation.

By Stephen Larson

CAREER EXPLORATION

Theme: Careers for Good Writers

Grade Level 7/8
Curriculum Area Language Arts
Resources
Elements 4,5
Life Role Vocational
Career Cluster Marketing
Secy-Steno.
Social Sciences

Purpose: To acquaint students with careers which require effective writing ability.

Objectives:
1. Students will investigate and summarize in writing a job description of 6 of 18 careers which require effective writing ability.
2. Students will in small groups compile a written list of 6 qualities of good writing.

Materials: Careers for Good Writers posters available through Leroy Wallis' office
D.O.T.
Occupational Outlook Handbook
Enjoying English, Book 8

Procedure:
1. Have students research using materials listed, six occupations of their choice (from poster packet list and/or from their individual discovery).
2. Write a) other qualities in addition to writing skill needed for the job, b) analyze and list qualities or abilities which constitute a skillful writer, c) job description of work involved for six jobs.

Reference list of job titles from poster series

Public Relations
Press Secretary
Editorial Writer
Continuity Writer
Journalism Instructor
Speech Writer
Staff Reporter
Technical Writer
Novelist
Advertising Copywriter
Direct Mail Copywriter
Playwright
TV & Movie Script Writer
Editor
Lyricist
Gag Writer
Lawyer
Free Lance Writer

By Jan Paeth

CAREER EXPLORATION

Theme: Listening Skills

Grade Level 7/8
Curriculum Area Language Arts
Speaker
Elements 4, 5, 7, 8
Life Role Vocational
Career Cluster All

Purpose: To gather, clarify and relate job information through listening skills.

Objectives: Given a prepared questionnaire, students will be able to list specific information regarding the career or cluster after listening to the speaker.

Materials: Teacher-designed brief questionnaire including job title, cluster the job falls into, educational or other background for entry into occupation, beginning salary into occupation, whether job deals with people, data or things. Speaker on given occupation or cluster.

Procedure:

1. Briefly introduce speaker to the group, asking them to listen for job title, educational background, salary and to think about cluster, and whether the job deals primarily with people, data, or things. (All familiar concepts by now!).
2. Allow time for students to ask questions after the speaker has finished.
3. Immediately following presentation, distribute questionnaire to students.

By Pat Walhood

Theme: Telephone

Grade Level 7/8
Curriculum Area Language Arts Resources
Elements 3, 7
Life Role All
Career Cluster All

Purpose: Because the telephone is an important instrument of instant communication used daily in the business world, students will learn (a) that there is a wealth of information that may be gathered by its use, (b) how to use the telephone as an information-gathering device.

Objectives:

1. Given a real or simulated situation, students will make a real or role-played phone call for the purpose of gathering (career) information.
2. Role-played phone calls will be evaluated (by the class or teacher) using the following criteria:
   a) Did the student introduce himself properly?
   b) Did the student request the information in a clear and understandable manner?
   c) Did the student ask appropriate questions to clarify information?
3. Students will report the results of actual phone calls to the teacher verbally or in writing.

Materials: Telephone, telephone directory (Kit available from Pacific N.W. Bell)

Procedure:

1. In a class discussion, find out how students have used the telephone in the past to gain information. (bus schedules, entertainment time schedules, prices, etc.)
2. Develop the discussion into other ways telephone may be used for information gathering, such as arranging for career speakers or career field trips. Include how to contact the right person to talk to.
3. Discuss and give examples of how to introduce yourself, how to ask questions in a clear manner, how to ask questions that will clarify information.
4. Arrange with a student to do a role-played phone call in front of the class. Role-play different types of situations including ones where the receptionist is not positive. Follow up the role-played phone call with a class critique and discussion.

By Dick Saulsbury

CAREER EXPLORATION

Theme: Careers for Good Speakers

Grade Level 7/8
Curriculum Area Language Arts
Resources
Elements 4, 5
Life Role Vocational
Career Cluster Social Services

Purpose: To acquaint students with careers which require effective speaking ability.

Objectives:
1. Students will investigate and summarize in writing the job description of 6 of 18 careers which require good speaking ability.
2. Students will list through class discussion 3 qualities of a good speaker.

Materials: Careers for Good Speakers poster available through Leroy Wallis' office.
DOT
Occupational Outlook Handbook
Enjoying English, Book 8

Procedure:
1. Have poster packet and other resources available to students.
2. Research 6 occupations of their choice (from the poster packet list and/or from their individual discovery).
3. Write a) other qualities needed for the job, b) analyze and list qualities or abilities which constitute a good speaker, c) job description of work involved for 6 jobs.

By Jan Paeth

CAREER EXPLORATION

Theme: Use of Recording Equipment to Gather Data for Informative Article About Life Roles

Grade Level	7/8
Curriculum Area	Language Arts Resources
Elements	1, 4
Life Role	All
Career Cluster	None

Purpose: To use notes, recorder, camera to organize information about life roles: leisure, work, family member, community.

Objectives:
1. Given a definitive list of four life roles by the teacher, students will choose one life role about which they will write an informative article.
2. Student will gather data by use of recorder, camera, and notes.
3. Students will organize data into article which will be shared orally with the class.

Materials: tape recorder, camera, pencil, paper.

Procedure:
1. Introduce four life roles.
2. Have students choose role they wish to expand into an article.
3. Arrange field trips, speakers, periodicals for students' use.
4. Have students gather information.
5. Students write article.
6. Share article orally with class.

By Stephen Larson

CAREER EXPLORATION

Theme: Related Working Conditions

Grade Level	7/8
Curriculum Area	Language Arts
Elements	2, 4, 7
Life Role	Vocational Self-awareness
Career Cluster	All

Purpose: For students to see that people work with other people, data, or things, and that each of these categories require special skills, traits, and aptitudes.

Objectives:

1. To list or find pictures of five occupations concerned mainly with people.
2. To list or find pictures of four occupations concerned mainly with things.
3. To list or find pictures of three occupations concerned mainly with data.
4. To match skills, aptitudes, traits, with categories.

Materials: pencil, paper, magazines, classified ads, glue, scissors, and lists of skills, aptitudes, and personality traits.

Procedure:

1. Introduce idea that particular jobs are involved mainly with people, data or things. Each of these categories has related skills, traits, aptitudes such as patience, charm, high degree of accuracy, determination, insight, etc.
2. Have students make lists and match traits.

(Option: Find available jobs for classified ads that would fit into each of the categories).

By Stephen Larson

CAREER EXPLORATION

Theme: Discovering Jobs

Grade Level 7/8
Curriculum Area Language Arts
Elements 4, 5
Life Role Self Awareness
Vocational
Career Cluster All

Purpose: Students will become aware of the wide variety of jobs and will categorize them into career clusters

Objectives:
1. In a 3-minute period students will individually list as many jobs as they can.
2. Students will share and compare lists to complete a list of at least 25 jobs.
3. Using career cluster list students will organize and group jobs according to clusters.

Materials: paper, pencil, cluster list

Procedure: Students will make a list of as many jobs as they can in a 3-minute period, and then be allowed to share their list with others, so that each student has 25 job titles. Following this procedure, the students will group their list according to the career clusters.

By Marilyn Fellers

LA 2.9

CAREER EXPLORATION

Theme: Using descriptive words - Identifying job titles and clusters

Grade Level 7/8
Curriculum Area Language Arts
Self Understanding
Elements 1, 5
Life Role Vocational
Career Cluster All

Purpose: To relate word meanings to pictures of people involved in the world of work and to develop accompanying vocabulary. To identify the appropriate job title and cluster to which the job belongs for each picture. To determine whether the person in the picture is dealing with people, data or things.

Objectives:

1. Given a group of pictures and a list of descriptive words, students will select and list at least two appropriate words for each picture.
2. Students will list a correct occupational title and cluster for each picture.
3. Students will determine and indicate whether the person pictured is dealing with people, data, or things.

Materials: Selected pictures of people working at various jobs... numbered.
List of appropriate descriptive words. (see attached list).
An Oregon Cluster Guide.

Procedure: (May be done individually, in pairs, or small groups).

1. Select 10 or more pictures of people working at various jobs. Number them or have students do this.
2. Develop and duplicate a list of appropriate and descriptive words.
3. Distribute list of words and ask students to look at each picture and list the following for each picture:
   2 descriptive words
   occupation title
   career cluster
   whether the person deals with people, things or data.

By Pat Walhood

Theme: Using descriptive words -
Identifying job titles and
clusters (Cont'd.)

CAREER EDUCATION

List of descriptive words to match with jobs.

ambitious
crafty
craftsy
dull
cautious
bored
careless
courageous
dissatisfied
domineering
friendly
exciting
far out
fascinating
yucky
skilled
unskilled
technical
active
quiet
noisy
choice
tiring
depressing
invigorating
arousing
tedious
repetitive
exhausting
smelly
frustrating
cruddy
discovering
irritating
appreciative
needed
worthwhile
useless

Theme: Producers Club

Grade Level	7/8
Curriculum Area	Language Arts Social Studies Self Understanding
Elements	1, 2
Life Role	Vocational
Career Cluster	None

Purpose: To show students they are producers when doing useful work.

Objectives:
1. Students will keep an individual record or a class chart of useful work done in a week (taking a field trip, completing a math assignment, etc.)
2. Students will analyze data and write conclusions to 3 questions found in procedure.

Materials: large chart paper
felt pens

Procedure: The class will organize a Producers Club. Using a chart with each person's name on it (or an individual record may be kept) students will make daily entries of all the useful work they have done. At the end of the first week, students will analyze their data:
1. Were all members of the class producers?
2. As a producer, did you help anyone who was only a consumer?
3. Why might some people not produce?

By Marilyn Fellers

CAREER EXPLORATION

Theme: People, Data, Things

Grade Level 7/8
Curriculum Area Language Arts
Self Understanding
Elements 5
Life Role Vocational
Career Cluster All

Purpose: To find documented information on a job and organize this into an oral presentation.

Objectives:
1. Students will use at least 3 published sources (DOT, brochures, etc.) in preparing an oral presentation on the job they have selected.
2. Students will organize information for use in the oral presentation.
3. Students will prepare one visual aid to be used in the oral presentation.

Materials: pencil, paper, supplies for visual aid
DOT
Occupational Outlook Handbook
JOB-O
Interest Survey Results

Procedure:
1. Students are to choose one job using people, data or things.
2. Using published information student will organize it into an oral presentation (using one visual aid to create interest), including
   a) indicate data, people, things, relationship
   b) job training requirements
   c) salary range
   d) advancement opportunities
   e) future trends
3. Use 1 visual aid to
   a) create interest in the job or
   b) explain a detail in the report or
   c) visualize some aspect of the job
4. Visuals possibilities:
   a) job photos - pictures students take
      - pictures from magazines
   b) clothing of job
   c) tools of job, etc.

By Marilyn Fellers

PCE K-10
June/73

LA 2.12

UNIT TYPE

ACTIVITIES

LA 3.0

Packet Introduction

All four of these activities, 1. 3 people, 2. 3 places, 3. 3 things, and 4. resume' should be accomplished at the first of 7th grade, and the resume' repeated at the end of the 8th grade. Resumés and all activities in this packet are to be kept in student's file folder.

The reason behind this packet is that too often students see no important experiences in their history to bolster or verify their accomplishments. It seems that students begin to recreate the wheel every day, and that days are too short to accomplish anything important: Therefore, "My accomplishments are not important, therefore, I'm not important."

What we want as teachers, is to insure that students will recognize the importance of their experiences by recording them so that the record may in turn shape their way of looking at the day so that each day will be encouraging to the student.

CAREER EXPLORATION

Theme: Self-Understanding 1. Recognizing Influences/People

Grade Level 7/8
Curriculum Area Language Arts
Self Understanding
Elements 2
Life Role All
Career Cluster None

Purpose: To discover the origin of student values by identifying personality traits about people who have had the most influence on them.

Objectives:
1. Students will list the 3 non-family people who have influenced them the most.
2. Students will identify 2 personality characteristics about each person which have been most important to the student.

Materials: pencil, paper, pictures or whatever student would like to use--maybe it's a record or fan-picture.

Procedure:
1. One day before lesson, teacher tells group to think about people (non-family) who have had an important influence. Optional--ask students to bring to class objects which might represent these influential persons.
2. Day of lesson--have anyone who brought an object tell about the person it represents.
3. Discuss with students personality characteristics which might influence others, i.e. honesty, good sportsmanship, courage, kindness.
4. Ask students to list 3 persons who have influenced them and at least 2 important characteristics of each person.

Examples of possible persons:
Disc jockey
Recording star
Sports Person
Policeman
Teacher

Idea by Dr. Giammatteo
Adapted by Marilyn Fellers,
Stephen Larson,
Dick Saulsbury,
Pat Walhood

Theme: Self-Understanding 2. Recognizing Influences/Places

Grade Level 7/8
Curriculum Area Language Arts
Self Understanding
Elements 2
Life Role All
Career Cluster None

Purpose: To recognize and cite locations that are influential to student so that they may a) be there more often, or b) avoid the place entirely.

Objectives:
1. Students will list three locations that have been most important in their lives.
2. Students will identify one feeling that each location evokes in them.

Materials: pencil, paper, and pictures.

Procedure:
1. Relate this activity to previous experience with persons. During a discussion, ask students to give a few examples of places that have influenced them and identify feelings those places evoked.
2. Have each student list the 3 locations he thinks have been most important in his life. Have him identify at least one feeling he associates with each location.

Idea by Dr. Giammatteo
Adapted by Marlyn Fellers,
Stephen Larson,
Dick Saulsbury,
Pat Walhood

CAREER EXPLORATION

Theme: Self-Understanding 3. Recognizing Influences/Things

Grade Level 7/8
Curriculum Area Language Arts
Self Understanding
Elements 2
Life Role All
Career Cluster None

Purpose: To recognize what things are important to students; why they want to keep them or work hard toward getting them.

Objectives:
1. Students will list 3 objects valuable to them
2. Students will state whether they own them or are working hard toward getting them.
3. Students will identify the reasons why each object is important.

Materials: pencil and paper

Procedure: Through discussion:
1. Recall and discuss experiences with people and places
2. Ask a few students to give examples of things that are important to them.
3. Ask students to list 3 objects that are valuable to them, whether they own them or are working toward getting them.
4. Finally, have students identify the reasons why objects are important to them.

Idea by Dr. Giammatteo
Adapted by Marilyn Fellers,
Stephen Larson,
Dick Saulsbury,
Pat Walhood

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LA 3.4

Theme: Self-Understanding—Writing a Personal Resume'

Grade Level 7/8
Curriculum Area Language Arts
Self Understanding
File Folder
Elements 2
Life Role All
Career Cluster None

Purpose: Students will examine their own interests and assets and will be able to verbalize and write down experiences. Emphasis will be placed on the importance of current experiences and their relationship to the future.

Objectives: Students will be able to list one personal experience under each of the following entries: 1. interests, 2. travel, 3. education, 4. work experience and 5. hobbies.

Materials: pencil and paper

Procedure:

1. Discuss experiences you have had together as a class, so that every one will have something to write about.
2. Have students write their personal resume', listing as much as they can in each category.
3. Talk about things individuals and the group can do so that the next time they write these down they will have even more experiences to relate.

By Stephen Larson

Theme: Self-Understanding - Packet Introduction

Grade Level 7/8
Curriculum Area Lang. Arts.

Self-Awareness Unit - Life Story

This unit is designed as a year-long Lang. Arts project. The Magazine picture books may be begun at the beginning of the year and continued throughout the year.

The written autobiography could be done at the end of the school year, using the picture scrapbook as a primary resource.

Of course, any part of the unit can be used by itself or adapted by you creative souls in the classroom.

CAREER EXPLORATION

Theme: Self-Understanding — This is Your Life

Grade Level 7/8
Curriculum Area Language Arts
Self Understanding
Elements 1, 2
Life Role All
Career Cluster None

Purpose: To encourage student to reflect on past experience. To encourage student to depict growth and change through life highlight selection.

Objectives: Given magazine picture of their choice, each student will depict a minimum of 12 highlights (variations listed below) in his/her life.

Materials: Lots of old magazines - the more variety the better (you might have each student bring 5-10).
Elmer's glue
paper

Procedure:
1. Choose a theme for the highlights in their lives you want students to think about (see attached list of suggested options).
2. Let student look through magazines and select pictures, paste them on sheets, label them.
3. An optional activity might be to design a cover for the book.

Idea from Leroy Heagard
Adapted by Pat Walhood

Theme: Self-Understanding -- This is Your Life

Suggested Topic Options

Highlights of Your Life
Your summers
Your Christmases
Your school experiences
Your most painful memories
Your most pleasant memories
Your family
You and your favorite toys
You and your favorite place
Your vacations - trips you've taken
You and your pets
Houses you've lived in (what you did there)
Doing things with your friends
Arguments with your family
Happiest moments with your family
You and your favorite foods
You and your favorite books, television shows, movies
Things you hate
Things you love
Your dreams for the future-
    family
    school
    possessions
    job
    trips

Suggested Topic Options - Time Frame

1. A life history - a project of several days duration where students deal with a number of topics - like chapters.

2. A long-range project where students design a cover for their book, and then work on a chapter or section at intervals throughout the year.

3. A one-time short project where students work on only one brief aspect of their past. (See above list of possible subjects).

CAREER EXPLORATION

Theme: This is My Life

Grade Level 7/8
Curriculum Area Language Arts
Elements 1, 2
Life Role All
Career Cluster None

Purpose: This activity will enable students to write about themselves, their families, experiences and leisure time. Students will think about themselves as people, and be able to express their feelings about their families and experiences.

Objectives:
1. Students will write a series of short chapters (could also be journal entries).
2. Students will choose 1 theme for each chapter (see attached sheet of ideas).
3. Before final rewriting students will work together to analyze and refine writing.

Materials:
pencil
paper
magazines

Procedure: The suggested activity could be used as an ongoing unit or individual selections could be used at different times (such as journal entries). Favorite chapters can also be illustrated or actual photographs used.

By Marilyn Fellers

Theme: This is My Life

Suggested Chapter Titles

Chapter 1: My ancestors
How our family came to Portland
My family

Chapter 2: A painful incident
my first punishment

Chapter 3: My friends
A favorite hobby

Chapter 4: My narrow escape
The pet I like best

Chapter 5: A pet superstition
My favorite holiday

Chapter 6: The meanest thing I ever did
A habit I tried to form or break

Chapter 7: The most exciting moment of my life
The first money I ever earned

Chapter 8: A practical joke I played
What I owe to others

Chapter 9: The thing I'm proudest of
My future career choice

By Marilyn Fellers

CAREER EXPLORATION

Theme: Study of the Newspaper

Grade Level 7/8
Curriculum Area Resources
Language Arts
Elements All
Life Role All
Career Cluster All

Purpose: To familiarize students at the beginning of seventh grade with the newspaper, the information it contains, where to find it, and its relationship to the 4 life roles.

Objectives:

1. Given individual copies of the newspaper (daily for 1 or 2 weeks) and the attached unit outline, students will compile a notebook containing the various parts of the newspaper and will list answers to given questions for each section. To be acceptable, students notebooks will include all items listed in the outline and answers to at least 80% of the questions in the outline.
2. Through class discussion as the students proceed with the outline, students will make wall charts or B.B. relating life role applications to newspaper use.

Materials: newspapers, unit outlines, paper, paste, paint and/or felt pens

Procedure:

1. Introduce unit by going over the outline with the group and set due date goal.
2. Provide materials and plenty of class time.
3. Serve as a resource person to the class as they work on their notebooks. Encourage pupils to look for articles, editorials, etc. which are of interest to them.
4. Collect notebooks.
5. Have students make charts or a bulletin board presentation showing which sections of the newspaper relate primarily to what life role.

By Pat Walhood

Theme: Study of the Newspaper

Class Work-Rules

A. Directions for work

1. Date due ________________
2. Assemble all work in folder
    a. Choose an original title for the study
    b. Use title on cover in an attractive manner
    c. Design an appropriate cover - if you wish
        (1) Use color
        (2) Use good design, pictures, or outline
    d. Form to be followed:
        (1) Have a title page
        (2) Prepare a table of contents
            (a) Follow it
            (b) Number each page

NEWSPAPER

Part I. News Items

A. National News
1. Cut out a complete news item with the headline; and put it in your notebook.
2. Write the words from the article that you do not know.
3. Read the article and answer these questions on it.
    a. Who_____________
    b. What_____________
    c. When_____________
    d. Where_____________
    E. Why_____________

B. Local News
1. Cut out a local news item and put it in your notebook.
2. Summarize this article in your own words, making sure you use the five W's.

C. State News
Put a state news item in your notebook.

Part II. Sections

A. Index
1. Put index of the paper in your notebook.
2. Tell on what page and in what section these are found:

TV schedule
Radio
Sports
Obituaries
Weather report
Theater

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LA 3.9a

Theme: Study of the Newspaper

Part III. Weather
- A. Put the weather report from the front page in your notebook.
- B. Locate the detailed national weather report and put it in your notebook.
- C. Answer the following:
  - 1. What and where was the highest temperature?
  - 2. What and where was the lowest temperature?
  - 3. What is the prediction for tomorrow's weather?

Part IV. Society
- A. Society section: Find and label three different types of news articles found in the Society Section (Be sure these pertain to social activities).

Part V. Sports
- A. Sports
  - 1. List the various sports mentioned in the sports section.
  - 2. Put a sports news article in your notebook and answer the following:
    - a. Game played____________________
    - b. Name of teams__________________
    - c. Where played___________________
    - d. Score__________________________
  - 3. Write the name of a sports writer from your paper.

Part VI. Entertainment
- A. Radio
  - 1. Put a radio schedule in your notebook.
  - 2. How many radio stations are listed?
  - 3. In what section did you find the radio stations listed?
- B. Television
  - 1. Put a T.V. schedule in your notebook.
  - 2. On what page of the paper and in what section will you find the Television information?
  - 3. List two programs you've never watched, their channels and time.
- C. Theater
  - 1. On what page and in what section will you find the theaters listed?
  - 2. What information is given about the theaters?
  - 3. Put a theater ad in your notebook.
- D. Comic Strips
  - 1. On what page and in what section will you find the comic strips?
  - 2. Put your favorite comic strip in your notebook.

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LA 3.9b

Theme: Study of the Newspaper

Part VII. Classified Section
- A. Put the following types of ads in your notebook:
  1. For Sale
  2. For Rent
  3. Jobs available
  4. Employment wanted
  5. Lost and Found
- B. What other types of ads do you find in this section?
- C. At the beginning of the classified section you will find special types of notices. These are not ads. What are some of these? Put one in your notebook.

Part VIII. Obituaries
- A. What is an obituary?
- B. What information does it give?

Part IX. Advertisements

Businesses advertise so people will buy their products or services.

Products are things that are made in factories.

Services are things that businesses do for people (T.V. repairing, barbering, dry cleaning).
- A. Put an advertisement in your notebook that advertises a product.
- B. Put an advertisement in your notebook that advertises a service.

Part X. Editorials
- A. Put an editorial in your notebook and comment on the viewpoint of the editorial. For example is it:
  1. Entertainment
  2. Interpretation
  3. Crusade
  4. Argument and persuasion
  5. Stimulating thought
- B. What is a letter to the editor? Where will you find one in the paper?
- C. Read a letter to the editor. What is it about?

Part XI. Columns
- A. Put a local or syndicated column from the paper in your notebook.
- B. Answer the following questions:
  1. What is the name of the columnist?
  2. What is the opinion expressed in the column?
  3. Do you agree or disagree with the opinion of the columnist?

Theme: Study of the Newspaper

Part XII. Photographs
- A. Put a photograph in your notebook.
- B. Answer the following questions:
  1. Does the photograph tell something worth knowing?
  2. Does it portray only fact? Is there any opinion?
  3. Does it provide information or understanding that could not be said as well in words?

Part XIII. Political Cartoon
- A. Put a political cartoon from the paper in your notebook.
- B. Answer the following questions:
  1. What do the various symbols stand for?
  2. What opinions does it suggest?
  3. Are the opinions fair; do you agree with them?

CAREER EXPLORATION

Theme: Play Production

Grade Level	7/8
Curriculum Area	Language Arts
	Math
	Resources
Elements	1, 3, 5, 6, 7
Life Role	Vocational
	Leisure
Career Cluster	Social Services

Purpose: To see and be involved in several of the processes of play production.
To experience dividing profits by percentage of work performed.

Objectives:
1. Students will list tasks of play production that require work.
2. Students will divide tasks into percentage of total work performed categories.
3. Students will produce play.
4. Students will divide profits.

Materials: pencil, paper, typewriter, printing device, art materials, script, costumes, stage properties, stage, auditorium, lights, recording instruments.

Procedure: Explain to students that they will become members of a performing company. During the production period, the students will be expected to choose play, divide tasks into percentage-of-total-work performed, give play before a paying audience and divide profits according to group decision.

List of possible jobs
1. play choice
2. royalty rights
3. scripts preparation
4. rehearsal
5. stage properties
6. lights
7. costumes
8. programs
9. advertising
10. acting
11. ushers
12. collection
13. security
14. clean up
15. sound technician
16. announcer

Theme: Play Production (cont'd.)

Students are to add to this list as new jobs arise.

a. timekeeper
b. supervisors
c. prompters
d. character analysis
e. director

Options on play production
Cross reference occupations with stage production

Use foregoing list

clean up
coordinator
carpenter
designer
artist
seamstress
analyst
bookkeeper
painter
furniture mover
advertising
public relations
actor
announcer
typist
printer
reader
director
supervisor
money collector
security

By Stephen Larson

FIELD TRIP

ACTIVITIES / COMMUNICATION

SKILLS

CAREER EXPLORATION

Theme: Observation Skills

Grade Level	7/8
Curriculum Area	Language Arts Social Studies Field Trip
Elements	5
Life Role	Vocational
Career Cluster	All

Purpose: To show students that one job is dependent on another in their neighborhoods.

Objectives:
1. As a result of a walk, students will list 10 jobs they observe.
2. Through small group discussion, students will write answers to the questions found in procedure.

Materials: paper, pencil
neighborhood

Procedure: Take the class on a walk through the neighborhood and have them list all the jobs they observe. Teachers should help point out that people have different and special skills and work at the jobs they do best.

Back in the classroom, have the students work in small groups and answer the following questions about each job observed:

1. Are these people producers of goods or do they offer a service?
2. How are the producers dependent on the others for goods and services they need?

By Marilyn Fellers

CAREER EXPLORATION

Theme: Bus Schedules

Grade Level 7/8
Curriculum Area Language Arts
Field Trips
Elements 3, 6, 7
Life Role All
Career Cluster None

Purpose: Students will become familiar with the TriMet bus schedule to facilitate their individual field trip experiences.

Objectives:
1. Students will integrate a bus schedule (location, time and cost).
2. From a list of 15 firms and businesses in Portland, students choose 5 and select appropriate bus routes to and from school site.

Materials: 15 TriMet bus schedules
pencil, paper

Procedure: Working in small groups, have students select 5 businesses and using their bus schedules, arrange routes and time sequences, and figure cost involved.

By Marilyn Fellers

Theme: Slide Presentation

Grade Level	7/8
Curriculum Area	Language Arts
	Field Trip
	File Folder
Elements	5, 7
Life Role	Vocation
Career Cluster	All

Purpose: To organize and present material gathered on a career-oriented field trip.

Objectives:
1. Given a career education oriented field trip, a camera, (optional: tape recorder) students will record aspects of field trip that they feel are important.
2. Students will arrange slides into meaningful order and write an explanatory script to accompany the films. Tape recordings may be used to supplement script.
3. Students will present materials to another group.

Materials: Camera, film, projector, tape recorder (optional)

Procedure:
1. Show an example of a slide presentation (contact Leroy Wallis, Area II office). Discuss positive and negative points and how students feel it could be improved.
2. Demonstrate proper use of camera and recording equipment.
3. Follow steps under objective above.

By Dick Saulsbury

Theme: Travel Bureau

Grade Level	7
Curriculum Area	Language Arts
	Field trips
	Resources
Elements	3, 5
Life Role	Vocational
Career Cluster	All

Purpose: To give a student or group of students responsibility for arranging and organizing career field trips.

Objectives:
1. Given a list of 50 possible field trips, students will choose ten field trips that are related to careers.
2. Students will survey class for field trip concensus.
3. Students will make arrangements for one field trip each month.

Materials: list of possible field trips.
class time, telephone, stationery, stamps,
writing device, and envelopes

Procedure:
1. Students will gain access to field trip lists. They may use published lists or collect student suggestions.
2. Discuss what arrangements must be made in order for group to make field trip.
3. Survey class for field trip interests.
4. Make arrangements for field trip.
5. Take field trip.

By Steve Larson

CAREER EXPLORATION

Theme: Know Your Neighbor

Grade Level 7/8
Curriculum Area Language Arts
Resources
Field Trip
Elements 1, 4, 5, 8
Life Role All
Career Cluster All

Purpose: To increase students' awareness of others and of the four life roles by having them conduct an interview with an adult in their neighborhood.

Objectives:

1. Given the attached questionnaire, students will interview at least one adult in their neighborhood and record the information on the questionnaire.
2. Students will share the information they gained with the other class members by reading questionnaires and discussing responses.

Materials: class load of attached questionnaire

Procedure:

1. Discuss questionnaire with the class and distribute it. Ask each student to select an adult in his neighborhood (not his parents) and interview that adult, using the questionnaire.
2. After 3-5 days, students bring in completed questionnaires and share them with the group, discussing any responses which they found interesting with the group.
3. Optional: As a result of this activity, students will discover people in the neighborhood who might come to the classroom to demonstrate special skills or hobbies.

By Pat Walhood

CAREER EXPLORATION QUESTIONNAIRE

I. Where did you grow up?

Where did you go to school?

What did you study?

What are your favorite memories of growing up?

II. What do you do for a living?

Where did you learn to do it?

How did you decide to do this kind of work?

What skills does it take to do your job well?

What kinds of people do you work with?

III. What interests do you have?

What hobbies do you have?

How do you spend your vacation?

Have you ever traveled anywhere interesting?

What was it like there?

If you were ever in the service, what did you do and what was it like?

What do you do for entertainment?

IV. What are your plans for the future?

If you could have any wish, what would you wish for?

What would you most like to see changed about the world?

CAREER EXPLORATION

Theme: Field Trip/SRA Kit

Grade Level 7/8
Curriculum Area Language Arts
Field Trip
Resource
Elements 5, 8
Life Role Vocational
Career Cluster All

Purpose: To build a better understanding before a field trip of some of the jobs that will be seen on the field trip. To help students develop appropriate questions while on a field trip, and to encourage use of the OEK.

Objectives:
1. At the end of this lesson, students will have read at least two occupational briefs from OEK.
2. Each student will, after reading brief, develop a questionnaire of job-related questions which could be used on a field trip.

Materials: S.R.A.
Occupational Exploratory Kit

Procedure: To be used by individuals, small groups or large groups.
1. Plan a career-oriented field trip.
2. Each student who is planning to attend the field trip will select at least 2 occupational briefs from the OEK which will describe jobs related to the field trip.
3. Each student will develop a list of questions which will help the student relate the jobs observed on the field trip to information in the Occupational Brief.

By Dick Saulsbury

CAREER EXPLORATION

Theme: Field Trip Log

Grade Level 7/8
Curriculum Area Language Arts
Field Trips
Elements 5, 7, 8
Life Role Vocational
Career Cluster All

Purpose: To keep a record of individual or small group career field trips which may be used as a reference by other teachers or students.

Objective: Each student who participates in a small group or individual field trip will record the following information in the class field trip log:

1. Name of place of field trip
2. Name of person(s) who participated
3. Date of trip
4. Jobs observed on field trip
5. Name of contact person (if known)
6. Student comments.

Materials: Teacher will provide a log book with information page containing type of information needed in log.

Procedure:

1. Explain to class the purpose and procedure of using the log.
2. Write an entry example on the board.
3. Encourage students (and teachers) to read the log and discuss field trips with those who participated.

By Dick Saulsbury

ADDITIONAL ACTIVITIES

CROSS REFERENCE TO OTHER SECTIONS

ACTIVITY	SECTION/PAGE
Book Illustrator	Art 4
Why School?	Hlth 8
Traffic Safety	Hlth 22
Crossword Puzzle	Hlth 24
Finding the Job	I.E. 6-7
How to Keep a Job	I.E. 8
Where Do Your Parents Work and What Do They Do?	I.E. 10
How Does a Business Start and Operate?	I.E. 11
Field Trip Observation "ABC" Game	I.E. 14-15
Job Investigation Game "What's My Job?"	I.E. 16-17
Information Game"What's My Emotion?"	I.E. 18
Time Is Money	I.E. 19
How 'bout a Hawaiian Punch #1	Math 16
How 'bout a Hawaiian Punch #2	Math 17
Let Your Fingers Do the Walking (4 lessons)	Mu 6-9
Community News in Music I, II	Mu 11-12
Wanted: For Heart of Kids	Mu 13
Who's Who in Music	Mu 14
Concentration	Mu 17
Job Awareness in Music 1,2	Mu 21-22
Brotherhood	PE 3
How Come I Never Get a Job?	PE 8-9
Let's Go	PE 10
The Misspelled Word	PE 12
Picture Temporarily Interrupted - The Broken Tape	PE 14
Ready - Begin!	PE 15
Tell It Like It Is, Howard	PE 18
To Win or To Lose?	PE 19
The Object Is	Sci 19
Survival in Space	Sci 26
Getting a Job	SS 1.7
Knowing Yourself	SS 1.14
To Tell the Truth (Game)	SS 2.18
Mystery Box	SpAch 0
Career Awareness Dictionary	SpAch 2
Work Orientation (Room Responsibilities)	SpAch 8
Decision Making Game	SpAch 19
Work Orientation (Absenteeism Reporting)	SpAch 30
More About Self	SpAch 34

MATH

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Additional Activities - Cross reference to other notebook sections

MATH

Theme	Activity Number
VOCATIONAL SKILLS APPLICATION	
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MATH: CAREER AWARENESS	
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How 'bout a Hawaiian Punch #2	Math 17
ADDITIONAL ACTIVITIES	
Cross reference to other notebook sections	

CAREER EXPLORATION

Theme: Number Patterns: Where's the Fire?

Grade Level 7-8
Curriculum Area Math
Elements 1,7,8
Life Role Vocational
Career Cluster All

Purpose: To build student awareness of number patterns used in the local address system and to identify jobs where the skill of locating places from an address is a necessity.

Objectives: The student will:

1. given paper, draw a two-block (in neighborhood) map which identifies street names and house numbers
2. identify two number patterns from two-block map
3. list at least ten jobs where the skill of locating a place from a given address is a job necessity

Materials: paper and pencil
bulletin board materials

Procedure:

1. Discussion of number system or number line, or intervals, etc. Plan with students. They may wish to work in pairs. Choose a 2-block area in neighborhood. Walk through the area. Draw streets and label. Draw box for house and write in house number.
2. Collect and share information. A bulletin board may be used to effectively collate the information. Students list names and may collect pictures from magazines of jobs necessitating skill of address location.

(To expand activity include objective: student will be able to successfully locate a place in the community given a written address.)

By John Pappas

CAREER EXPLORATION

Theme: Picture Graph -- Career Outlook Opportunities

Grade Level 7-8
Curriculum Area Math
Elements 2,7,8
Life Role Vocational
Career Cluster All

Purpose: To gain knowledge in career outlook opportunities for the 70's and to gain skill in creating and interpreting picture-graphs.

Objectives: The students will:

1. Plan and draw a graph when given the information.
2. Interpret the number of new jobs available in the given job areas, given the graph.

Materials: Graph paper or regular paper
Pencil (may be colored) or other

Procedure:

1. Show examples of picture-graphs (math book or other). Students should be able to identify pictures and what they represent.
2. Give the students the following information from the Bureau of Labor (statistics rounded off).
3. Guide them in creating their own picture-graph.

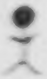
By John Pappas

Theme: Picture Graph -- Career Outlook Opportunities (continued)

JOB OPENINGS IN MILLIONS FOR THE 70's

Office workers	10
People helpers	8½
Doctors and Scientists	8½
Truck Drivers and Factory Workers	5
Carpenters and other	4½
Store owner and Bosses	4
Sales Workers	3
Farm workers	1
Unskilled workers	1

Students should design a pictorial representation for 1 million

Example: 1 million = 

Students may place graph in Career Education folder for future reference.

Source American Education Publication

Theme: Compensation - Wages

Grade Level 7-8
Curriculum Area Math
Elements 1,4,6
Life Role Citizen
Vocational
Career Cluster Mechanical
Metals
Electrical
Construction

Purpose: To acquaint the students to the concepts of hourly pay, 8 hour work day, 40 hour work week and to gain skill in calculating a weekly wage given an hourly rate and number of hours worked in a week.

Objectives: The students will:

1. By writing one sentence for each, define the terms (a) hourly rate, (b) 8 hour day, (c) 40 hour week.
2. Given an hourly rate of ______, solve for a regular 8 hour day and 40 hour week.
3. Using journeyman rate, solve for a regular 8 hour day and 40 hour week, for any 4 jobs listed on the Apprentice Information Worksheet.

Materials: Apprentice Information Worksheet (classload)
Paper and pencil

Procedure:

1. Reproduce the apprentice information worksheet.
2. Discuss terms relating to compensation.
3. Give an hourly rate from which students calculate daily and weekly pay.
4. Find hourly rates on worksheet. Guide students to solve for daily and weekly rates.
5. Test students for vocabulary knowledge.
6. Information can be placed in their Career Education folder.

By John Pappas

Apprentice Information Worksheet

Trade	High School Graduate	Grade Point	Others	Aptitude Test	Journeyman Rate	Percentage	Apprentice Term
Automotive (Truck)	X	-	------	X	$5.87	60%	4 years
Boilermaker	X	-	------	X	4.92	68%	4 years
Bridge & Ironworker	X	-	------	X	7.13	75%	3 years
Carpenter	X	-	Math test - Carpenter test	X	6.38	65%	4 years
Cement Mason	--	-	------	X	5.91	75%	3 years
Drywall Applicators	X	-	------	X	6.38	60%	2 yrs. trng. per.
Drywall Finisher	X	-	------	X	6.10	50%	3 years
Glassworkers	X	-	Color test	X	6.12	60%	3 years
Inside Electrician	X	2.0	Graded on subjects taken	X	7.10	50%	4 years
Lather & Plasterer	X	-	------	X	6.50	45%	3 years
Linoleum Layers	X	-	Color test	X	6.10	50%	3 years
Machinist	X	2.0	Math test	X	5.12	55%	4 years
Millman & Cabinetmakers	X	-	------	X	4.95	70%	3 years
Molder & Coremakers	--	-	Questionnaire	X	4.50	80%	4 years
Painter	X	-	Color test	X	6.38	50%	3 years
Piledrivers	--	-	------	-	6.48	70%	2 yrs. trng. per.

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Math 3a

Apprentice Information Worksheet (continued)

Trade	High School Graduate	Grade Point	Others	Aptitude Test	Journeyman Rate	Percentage	Apprentice Term
Plumbers	X	2.0	5 of the following: Algebra 1 and/or 2, Geometry, General Science, Physics, Biology, Chemistry, Trigonometry, Shop, Drafting	X	$7.05	35%	5 years
Steamfitter	X	2.0	Same as above	X	7.06	35%	5 years
Sheet Metal	X	2.0	Same as above - Geometry is a must	X	6.45	50%	4 years
Stationary Engineer	X	-	------	X	4.68	65%	4 years

** Any applicant meeting the above qualifications for any of the above trades should apply at the Apprenticeship Information Center, 1030 N.E. Couch Street, Portland, Oregon

CAREER EXPLORATION

Theme: Measuring and Estimating (Treasure hunt)

Grade Level	7-8
Curriculum Area	Math
	Ind. Ed.
Elements	2,7
Life Role	Citizen
	Vocational
Career Cluster	Forest Products
	Drafting
	Elec.
	Constru.
	Agri.

Purpose: To provide students with an opportunity to find distances and estimates of distances as an introduction to job roles; i.e. carpentry, surveying, etc.

Objectives:

1. From finding the length of his pace, a student will be able to get an approximation of distance.
2. Given a distance, the student will estimate distance to within 3%.
3. Students will be able to verbally tell one job role where estimation and measuring is used.

Materials: Some type of linear measure

Procedure:

1. Measure off a distance of 100 feet or yards. Have students pace this distance 5 times. Find the average pace for the given distance. Divide the number of paces into the distance to get the average step. (Round off to the nearest tenth.)
2. Work out a "test" on any type of problem or series of problems. The answer to each will give the distance in feet to go in a certain direction. From a given starting point, problem (1) gives feet to go South, (2) feet to go East, etc.
3. A tongue depressor with a message on it may be inserted in/under the grass. The one who finds this takes it in for an extra "A" or other prize.
4. Job role application will be brought out through class discussion.

Example: S.E. corner of building

(1) 568
342
+565
ans. less 1200 ft. to go S.

(2) 24
x35
ans.
-175
to go W.

Difficulty of problems to fit the students.

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By Bob Poster
Art Tyer

Math 4

CAREER EXPLORATION

Theme: Gross Pay vs. Take Home Pay (Net Pay)

Grade Level 7-8
Curriculum Area Math
Elements 1,5,6,7,8
Life Role Citizen
Family
Vocational
Career Cluster All

Purpose: To build awareness of tax deductions made on the gross pay received by a worker, and to gain skill in adding and subtracting decimal numbers.

Objectives: The student will:

1. By writing one sentence for each, define the terms (a) GROSS PAY (b) DEDUCTIONS (c) NET PAY.
2. Identify Federal Income Tax, State Income Tax and Social Security Tax as deductions (subtractions) made from Gross Pay.
3. Given the sample problem (GROSS PAY - $80.00
   Federal Income Tax $16.00
   State Income Tax $5.60
   Social Security $4.84)
   Solve for the (a) total TAX DEDUCTIONS, (b) NET or TAKE HOME PAY.
4. Solve for take home pay (net) given 6 problems.
5. Given 6 check stub blanks, correctly arrange quantities given and calculated in objective 4.

Materials: Paper and pencil
Check stub reproductions

Procedure: Xerox ditto 2 check stubs on one sheet. Discuss purpose of payroll record, items found on check stub. Have students fill in name, social security number, etc. Discuss terms of Objective 1. Guide students through sample problem. Students will solve for six problems given. Test for vocabulary knowledge.

By John Pappas

NAME OF COMPANY		DATE	
YOUR NAME		SOCIAL SECURITY #	
REGULAR HOURS		DEDUCTIONS	AFTER THESE DEDUCTIONS HAVE BEEN MADE FOR YOU,
OVERTIME HOURS		FEDERAL INCOME TAX	
PAY RATE		STATE INCOME TAX	YOU RECEIVE
		SOCIAL SECURITY TAX	
YOUR GROSS PAY			NET PAY

BB PAINT CO. 1 wk.	JERRY'S CAFE 1 wk.	TRANS AMERICA 1 wk.	ZZ ELECTRIC CO. 1 wk.	SCHOOL DIST # XX 1 month	MOTOR REPAIR 2 wks.	COMPANY
$ 255.20	$ 60.00	$ 300.00	$ 284.00	$ 800.00	$ 480.00	GROSS PAY
51.04	12.00	60.00	56.80	160.00	96.00	FEDERAL INC. TAX
17.86	4.20	21.00	19.88	56.00	33.60	STATE INC. TAX
13.53	3.18	17.10	15.05	42.40	23.44	SOCIAL SEC. TAX
						NET PAY

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Math 5a

CAREER EXPLORATION

Theme: Journeyman and Apprentice Pay Rates

Grade Level ____________
Curriculum Area Math
Ind. Education
Elements 1,5,6,7,8
Life Role Citizen
Vocational
Career Cluster Const.
Elec.
Metal
Mechanical

Purpose: To acquaint the students to the terms Apprentice and Journeyman. To compare the pay rates of journeyman and apprentice workers in the same field and to gain skill in solving problems using percentage (P = RB, Percentage = Rate x Base).

Objectives: The students will:

1. Explain the meaning of apprentice and journeyman by writing one short paragraph.
2. Identify all the journeyman rates, and the apprentice percentage of journeyman rates from the Apprentice Information Worksheets.
3. Solve for any 12 apprentice rates listed on the worksheet.

Materials: Apprentice Information Worksheet (classload)- see Math 3
Pencil and paper

Procedure:

1. Reproduce the apprentice information worksheets. Pass out to each student. Discuss the (a) Journeyman rate, (b) Percentage, (c) Apprenticeship term information.
2. Discuss idea of the training period (term) and related pay.
3. Guide students to solve for apprentice rate.
Machinist-$5.12 x 55% = $5.12 x .55 = $2.816 = $2.82
4. Solve for any 12.

By John Pappas

CAREER EXPLORATION

Theme: Compensation - Overtime

Grade Level 7-8
Curriculum Area Math
Ind. Education
Elements 1,5,6,7,8
Life Role Citizen
Vocational
Career Cluster Mechanical
Auto
Metals
Construction
Electrical

Purpose: To acquaint the students to the concept of overtime hours (in excess of 8 hour day, 40 hour week) and to gain skill in calculating overtime rates.

Objectives: The student will:

1. Identify two situations in which a worker has qualified for overtime pay rate.
2. Given the Apprentice Information Worksheet, solve for any ten overtime pay rates. (1.5 x rate).

Materials: Apprentice Information Worksheet - see Math 3
Pencil and paper

Procedure:

1. Reproduce Apprentice Information Sheets.
2. Discuss the term overtime (1.5 x) rates.
3. Guide the students solve for an overtime rate from worksheet. Example: Journeyman Painter
   $6.38 x 1.5 = $9.57
4. Students choose any 10 from worksheet.
5. Ask students to identify two situations in which a worker qualifies for overtime pay.

By John Pappas

CAREER EXPLORATION

Theme: Math outside of School (Story Problems)

Grade Level 7-8
Curriculum Area Math
Elements 1,2,4,6,8
Life Role Family
Citizen
Career Cluster All

Purpose: To provide an opportunity for students to relate math to the world they live in.

Objectives: The students can create and exchange ideas by producing 10 "real life" problems.

Materials: Paper
Pencil

Procedure:

1. Students are to make up problems that are relevent to their lives, bring to class with the answers, and be ready to prove.
2. Each writes his problems on board and checks others' answers.

Example:

1. Matt Matrix had 72¢. He wanted to buy a box of candy that cost $1.00. How much more does he need?
2. We watch T.V. seven hours a day. How many days will it take to watch 379 hours of T.V.?
3. Mom was making cookies in the kitchen. The recipe called for 1½ lbs. of sugar and 3 1/3 lbs. of flour plus 1 2/3 lbs. of water. How much did the dough weigh?

By Jan Paeth

CAREER EXPLORATION

Theme: Sets and Their Members

Grade Level 7/8
Curriculum Area Math
Elements 1,5
Life Role Vocational
Career Cluster All

Purpose: To unite the concept of sets with the world of work.

Objectives: Given a list of 15 occupations, students will divide theme into:
- (a) cluster sets
- (b) intersection sets
- (c) possible empty set

Materials: Occupational Outlook Handbook

Procedure:
1. Have students make 3 sets with 10-20 members from clusters and related fields. Pupils are to make intersection sets from those occupations that appear or could appear in all Cluster Sets (statisticians).
2. Students are to try to make one or more disjoint sets. (Whose intersection is the empty set?)
3. Can they make up a set whose union would include all cluster sets?

By Art Tyer

CAREER EXPLORATION

Theme: Shopping Spree

Grade Level 7-8
Curriculum Area Math
H. E.
Resources
Elements 1,3,6
Life Role Family
Citizen
Career Cluster All

Purpose: The learner will understand the relationship of math to situations.

Objectives: Given some examples the pupil will be able to differentiate and compare advertisements to find best buys by correctly indentifying 8 out of 10 "best buys" on test.

Materials: Student and teacher to bring to class the Day Section of the Oregonian on Monday, Wednesday, or Thursday.

Procedure:
1. Teacher clip and post on board adds of section
   a. for use by those who don't have paper
   b. to use to verify items students test.
2. Have students work in pairs and find three or more examples of two stores advertising the same product (not necessarily same brand). List the product, the store and sale price at store.
3. From their findings select problems which don't compare simply pound to pound but amount and price differences. (Sample below) Further discussion - unit pricing, size, economy, best buy always.
4. Individuals work sample, put on board.
5. Discuss how they got answer and problems of shopping.
   a. Impulse buying
   b. Other factors - quality, brand name
   c. Ceiling prices, fair trade laws

Sample Problems:
1. Meat pies - AG - 4 for 89¢
   Safeway - 5 for 88¢
   What is the cost of one at each store?
2. Biscuits - AG - Two 9½ oz. Tubes for 45¢
   Safeway - One 8 oz. tube for 10¢
   Which buy is better? Why? (Show work)
3. Artichokes - AG - 19¢ each
   Sentry - 4 for $1.00
   Which store has best buy?
4. Soup - Thriftway - Seven 10½ oz. cans for $1.00
   AG - Five 10½ oz. cans for 69¢
   What is cost on one can of soup at each store?

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By Jan Paeth

Math 10

CAREER EXPLORATION

Theme: Metric Measures

Grade Level 7-8
Curriculum Area Math
Resources
Elements 2,5,7
Life Role Citizen
Vocational
Career Cluster All

Purpose: To get the student to comprehend and equate our units of measuring to the metric system.

Objectives: Given a list of 10 items from the paper, the student will utilize a table and transform all ten to metric units, and list 5 occupations that need an understanding of metric measurement.

Materials:
Newspaper or store advertisements
Text with metric table
Occupational Outlook Handbook
D.O.T.

Procedure:

1. The students are to find 20 items and change the English units to metric.
2. Students are to make a measuring cup with both English and metric units marked on it. (Beakers and felt pen may be used or English measuring cup and add metric units.)
3. Why does a "gallon" of gas cost more in Canada than in the U.S.? (Liter is more than a quart.)
4. Students are to list 10 or more jobs that need an understanding of the metric system and justify the listing of each.

By Art Tyer

CAREER EXPLORATION

Theme: Math Related Careers

Grade Level 8
Curriculum Area Math
Elements 2,4,7
Life Role Vocational
Career Cluster All

Purpose: To help the student plan for High School Math courses and see the importance of basic arithmetic computational skills.

Objectives: The student shall be able to list the courses and basic mathematical concepts necessary for his tentative career.

Materials:
Occupational Outlook Handbook
D.O.T.
List of mathematical concepts (percent notations, inverses, exponential notation, decimals, formulas, etc.)

Procedure: On the board (or ditto) place the following heading:
"Lots of Math" "Quite a Lot of Math" "Arithmetic"
(Architect) (Accountant) (Athlete)

1. Have the students list at least 20 occupations for each and identify which ones they are considering.
2. Have students list basic computational skills necessary for his tentative career.
3. Have students list mathematical ideas they should understand: i.e. open sentences and solutions, reading charts and tables, scientific notation, basic principles of operations, etc.

By Art Tyer

CAREER EXPLORATION

Theme: Math Field Trip (Positive or Negative)

Grade Level 7-8
Curriculum Area Math
P.E.
Field Trips
Elements 2,5
Life Role Leisure
Vocational
Career Cluster Graphic Arts
Drafting

Purpose: To relate math, and sports to the world of work.

Objectives: Given instructions, the student will graph the + and - quantities* on a number line which will correspond to the outline of a football field.

Materials: Tape recorder
Outline maps of football field (or graph paper)
Paper and pencil
(Microphone may aid the Sports Reporter)

Procedure:
1. Students will attend a football game. He is to keep a record of at least one quarter of play (on paper or tape recorder)*.
2. He is to present his report to class as a TV Sports Reporter.
3. He is to write a report using positive and negative numbers.

Example: Grant received the ball on the 19-yard line. They made 5 yards on an off-tackle (+5) and lost 3 yards (-3) on a fumble. On third down, they completed a forward pass for (+13) yards which gave them a first down on the 34 (+15), etc.

By Art Tyer

CAREER EXPLORATION

Theme: Empirical Probability

Grade Level 7-8
Curriculum Area Math
Resources
Elements 3,5
Life Role Vocational
Leisure
Career Cluster Social Services

Purpose: To define jobs that relate this branch of math to the world of work.

Objectives: Given a research problem in probability, the student will present a reasonable conclusion with statistical backing and list at least 5 jobs that would need this type of information.

Materials: Occupational Outlook Handbook and/or D.O.T.
Coffee can with hole cut in the plastic lid a little larger than the marbles
Different colored marbles (10 red, 3 blue, 5 white)
Note: Any random sample may be used: colors of flowers in neighborhood; number of cars crossing intersection (in 3-5 min.) at various times of day.

Procedure:
1. Place marbles in can, put on lid. (Students can work in teams or individually.)
2. The can is turned over and one marble is permitted to fall out, the color is recorded, red-1, etc. (Students do not know how many of each color there are). The marble is to be returned to can each time.
3. After 50-100 tries, the students work up a table of probability and come to a conclusion (blue=3/18 or 1/6).

Discussion: Which is more nearly accurate, the 50 times or those the higher number of samples? Or was there any correlation? Which jobs might require this type of information?

By Art Tyer

CAREER EXPLORATION

Theme: The Metric System

Grade Level	7/8
Curriculum Area	Math Social Studies
Elements	2,5,7
Life Role	Vocational
Career Cluster	All

Purpose: To relate the metric system to the real world.

Objectives: Given a piece of tagboard 1" x 12", the student will construct a ruler by dividing the tagboard into units, using the width of their thumb, length or width of a paper clip, diameter of a coin, length of an eraser, etc. to establish the unit. The student will measure his table width with this ruler and gather similar data for the table width using rulers devised by other students.

Each student is given another piece of tagboard of standard length which is then divided into ten parts and then each of these divisions is divided into ten parts. Students measure the tables again using this decimal system and compare data.

Materials: 2 pieces of tagboard
pencil and paper

Procedure:
1. Construct unit of your own design.
2. Students will explain that measures do not agree because the rulers use different units.
3. Students will research the origin of different commonly used units. (Ford Motor Company will supply posters.)
4. Students will construct a ruler based on the decimal system. (see drawing for a method of dividing the ruler into tenths).
5. Students will measure their desk widths etc., record in decimals and compare data.
6. Students will use the metric units (centimeters, etc.) on their foot rulers to measure objects.
7. Students will discuss the advantages of the metric system over the English system and the situation the U. S. finds itself in regards trade with the rest of the world.
8. Student will list and discuss 10 occupations requiring measurements of high precision.

9. Student will list uses of the metric system that are in use now on the American scene.

(Take ruler or other object, such as ruled paper) with units larger than what will be established on the tagboard. Draw parallel lines to establish units on tagboard.

By Glen Oakes

CAREER EXPLORATION

Theme: How 'bout a Hawaiian Punch #1

Grade Level 7-8
Curriculum Area Math
S.S.
L.A.
Elements 1,6
Life Role All
Career Cluster All

Purpose: To make the student aware of the frequency to which man is affected by the advertising career. To build students' skill of graphically indicating the results of data gathering.

Objectives: Student will:

1. List the number of commercials during a 10 minute period, given any commercial radio broadcast.
2. Record the number of commercials during the 10 minute interval by constructing a bar graph.
3. Compile similar data from 4 other 10 minute periods, and record the information on a bar graph.

Material: Radio or TV, pencil, paper, graph paper

Procedure: Discuss various advertisements or favorite commercials (radio, tv, etc.). Briefly discuss advertising careers. Listen to a 10 minute radio broadcast and instruct the students to list commercials by name of product or service. After survey is taken, guide students to construct a bar graph (vertical axis=# of commercials, horizontal axis, ten minute intervals). Instruct students to compile similar data using 4 other 10 minute periods in next 24 hours.

By John Pappas

CAREER EXPLORATION

Theme: How 'bout a Hawaiian Punch #2

Grade Level 7-8
Curriculum Area Math
S.S.
L.A.
Elements 5,7
Life Role Vocational
Career Cluster Marketing

Purpose: To build student knowledge of jobs which are related to the final marketing of a product or performance of a service.

Objective: The student will:

1. Given any four products or services (use info from #1), list for each at least four occupations which play a role in the final marketing of each product or the performance of the service.

Material: Notes from part 1, pencil and paper

Procedure: Students will list as follows:

Example--

Product or service - ESC Flowers - Florists

Related occupations

1. nursery
2. transportation
3. sprays & fertilizer
4. delivery service
5. advertising
6. communications (news media)

By John Pappas

CAREER EXPLORATION

Theme: Exponents & Scientific Notation

Grade Level 7-8
Curriculum Area Math
Science
Elements 4,5,7
Life Role Vocational
Career Cluster All

Purpose: To relate math to the world of work, and give practice in the use of exponents.

Objectives: Given 2 graphs, the students will tabulate the information in exponential and scientific notation.

Materials: Occupational Outlook Handbooks

Procedure: After introduction to exponents and scientific notation from the graphs on pp. 14-21 in Occupational Outlook Handbook, the students are to analyse the information and list in scientific notation, under the graph titles. Which workers would be most likely to use exponents and scientific notation? Are exponents a "shorthand math"?

By Art Tyer

HOME ECONOMICS

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ADDITIONAL ACTIVITIES

Cross reference to other notebook sections

CAREER EXPLORATION

Theme: Child Care Services

Grade Level 7/8
Curriculum Area Home Ec.
Elements 1, 2, 3, 5, 7, 8
Life Role Vocational
Family
Career Cluster Social Services

Purpose: To develop in students the aptitude, interest, skill and training necessary to operate a day care center.

To develop in students a knowledge that with the increase of population most jobs will be in the service area. Child care opportunities will be in demand.

Objectives: Students would be able through a chart they filled in to compare and contrast the needs of day care center students to those of other ages.

Students would experience the actual care, feeding and entertainment of young people.

Students would role-play situations that posed problems in child care and resource people, instructor and group would help with solutions.

Materials:

Procedure: Have a resource person - certified day care center personnel - discuss qualifications and education needed for this type of occupation. All students would observe kindergarten classes and each week two or three girls would work as teacher aides.

Day care center students would be brought to the home economics lab for a meal and play period.

Students would keep a chart on the emotional, physical, mental and social needs of the children.

By Betty Beadle

CAREER EXPLORATION

Theme: Clothing Workmanship Quality

Grade Level 7/8
Curriculum Area Home Economics
Elements 2,6,7,8
Life Role Vocational
Family
Career Cluster Marketing

Purpose: To develop in students an understanding what quality workmanship in clothing is for both home consumption use and knowledge for grooming and salesmanship.

Objectives:

1. Given paper and pencil have students make two lists. One would be for good quality workmanship clues/the second would be for poor quality workmanship clues.
2. Students would pool their lists and develop a list of quality workmanship items.
3. Students would bring to class an item of clothing (theirs or from a friend or family member) of good quality workmanship and explain and defend the workmanship.
4. Students would write a paragraph on how this knowledge could help them in selling different types of clothing such as jeans, hunting clothes, toddler clothes, party dresses, etc.
5. It would be desirable for the students to learn the parts of a sewing machine, their function and safety measures in handling sewing equipment.

Materials: Instructor brings 8 to 10 items to class for examination. A few items should have workmanship from poor to mediocre. Have several items of excellent quality for comparison. This may be expanded for use from clothing of one member of the family for a certain occasion to all members for all occasions.

Procedure: Display articles. Examine for (1) straight even machine stitching of an appropriate length for the fabric. (2) Seam edges finished to prevent raveling. (3) Ample seam allowances and hem with stitches not visible on the right side. (4) Plaids, stripes, and large designs are matched at seam lines. (5) Points of strain are reinforced. (6) Linings and interlinings are used when necessary to give proper shape to garment and help prolong its wear. (7) Buttonholes are well finished and free from ravelings. Bound if necessary, and (8) Zipper lie flat, work easily and are neatly inserted.

By Betty Beadle

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HE 2
Edited 6/74

CAREER EXPLORATION

Theme: "The Chain is As Strong As Its Weakest Link"

Grade Level	8
Curriculum Area	Home Economics
Elements	1,2,5
Life Role	Vocational
Career Cluster	Mechanical

Purpose: To help student understand the advantages and disadvantages of an assembly-line job.

Objectives: Given an opportunity to participate in an assembly-line type operation, each student will be able to list 5 advantages and disadvantages in this kind of employment-with emphasis on the individual.

Materials:
Sewing machines and thread
Irons and boards
Fabric
Job Assignments
Instructions

Procedure: Students are divided into groups of six. Tasks designated according to charts. (Teacher select 1st assignment--then if one student proves too slow, have "advancement" procedures similar to job advancement.)

Dept. A - Place Mats and Napkins-to be made for gifts or as a Sales Project (another activity.)
Job #1 - Cut quilted fabric into rounded corner rectangles approximately 10x16.
Job #2 - Cut 2" bias strips from plain fabric.
Job #3 - Stitch bias strips into approx. 60" long strips.
Job #4 - Press strips into 4-fold bias facings.
Job #5 - Stitch bias facings around edges of placemats.
Job #6 - Block and press.

Dept. B - Napkins

Job #1 - Cut or tear 10" squares.
Job #2 - Block and press.
Job #3 - Stitch around all 4 sides - one inch from the edge.
Job #4 & 5 - Fringe edges to stitching. Two students necessary to keep up.
Job #6 - Block, press and fold.

Class discussion following should include: 1. Would I like to do one small job all day, every day? 2. Would it be a challenge? 3. Would I feel part of a total group? 4. Could I keep up with the others? Etc.

By Janey Tinker

CAREER EXPLORATION

Theme: Home Economics Field Trip

Grade Level 7/8
Curriculum Area Home Economics
Field Trips
Elements 1,2,5,7,8
Life Role Vocation
Career Cluster All

Purpose: To formulate information on male and female employees with people, data, and things.
To gather that training is needed for employment either in school or industry trained.
To identify the knowledge that certain interests, skills and aptitudes are needed and applicable in industry because of the many different types of jobs.

Objectives: Given a graph, a student will be able to demonstrate an ability to:

1. Identify the job clusters observed
2. Identify jobs available for both men and women
3. Identify jobs that require special training, no training, college training
4. Students will divide into groups and compare the special interests aptitudes, skills and training necessary for certain types of jobs.
5. The class will chart out conclusions about job preparations, job clusters and types of positions available for certain amounts of preparation. For instance, chart out 5 to 10 occupations for unskilled, semi-skilled and skilled employees.

Materials: Tape recorder, camera, note pad and pencil, transportation, graph, D.O.T., Occupational Outlook Handbook.
Career Clusters and associated occupations - see resources.

Procedure: Class discussion on employment relating to people, data, and things.
Suited for small groups.
Class discussion on training necessary.
Pre-planning - have students through observation, questioning and/or interviewing on field trip gather information, identify career roles and describe conditions in which classroom teaching in career education compares and contrasts to industry.
Class will use D.O.T., Occupational Outlook Handbook, and resource sheet on career clusters and associated occupations to study types of occupations seen on field trips.

By Betty Beadle

Theme: Comparative Buying - Consumer Education

Grade Level	7/8
Curriculum Area	Home Economics Foods
Elements	3,6
Life Role	Family Vocation
Career Cluster	Food Service

Purpose: To develop in students an ability to compare, contrast, discriminate and decide which food products would be the best choice to buy.

Objectives: 1. Given 3 or 4 food products in various states and in combination with other ingredients, each student would graph his or her choices as to nutritional value (as much as they are able to determine it at this point) cost, eye appeal, taste, color, testure, odor or any other factor that would influence their choices.

2. After rating their choices on a list with what they considered the most important factors coming first, comparing and discussing the lists in class, the student would write a paragraph on his values in relation to food choices.

3. Have students list factors that might influence future trends in food service employment.

Materials: Peas - fresh, canned, frozen, freeze dried, frozen with other ingredients.
Juices - fresh, canned, frozen concentrated.
Baked goods (bread) - freshly baked, partially frozen and baked, frozen and baked.
Meats - fresh, canned, dried, frozen, freeze dried, and frozen with other foods.
Etc.

Procedure:
1. Class instruction on nutrition
2. Class discussion - reasons for eating, metabolism, growth, energy, social and emotional
3. Instruction on meal planning as to color, taste, texture, temperature, proportion, etc.

This might be an interesting activity to have at the beginning and end of a foods unit.

By Betty Beadle

CAREER EXPLORATION

Theme: Following Directions - Foods Lesson

Grade Level 7/8
Curriculum Area Home Economics
Elements 1,2,7,8
Life Role All
Career Cluster All

Purpose: To develop in students an understanding that they must be able to read and follow directions to obtain employment, maintain employment and succeed in employment.

Objectives:

1. Given a certain set of directions that do not follow logically step by step, the student is able to read and rearrange the directions in the correct order for desired results--100%.

2. All students will make cream puffs following directions as carefully as possible except for one group. This group will produce products with as many variations as possible, in following directions.

3. Results are graphed by each student for correct and incorrect procedures. Explanations for the incorrect procedures which produced incorrect products are sought and analyzed.

Materials: Set of directions incorrectly dittoed as to order of procedure or directions on cards that are mixed up. Home economics recipe ingredients, utensil, range.

Procedure:

1. Class instruction on terms of vocabulary.
2. Class instruction on the purpose of following directions.
3. Instructor demonstrates and explains as he or she proceeds with the correct set of directions to make the desired product. The reasons for the procedures are explained.
4. Incorrectly arranged steps are given out to each student on dittoed sheets or cards. In this instance, a cream puff recipe is used. Students rearrange correctly.
5. Suited for small groups.

By Betty Beadle

Theme: Sanitation - Food Handling

Grade Level	7/8
Curriculum Area	Home Economics
Elements	7,8
Life Role	All
Career Cluster	Food Service Health Occupation

Purpose: To develop in students an understanding of the necessity for conditions that prevent and prohibit the growth of pathogenic bacteria and why it is so important in food handling occupations.

Objectives:

1. Given the petri dishes with bacteria, the students count the number of cultures found growing.
2. To help the students understand bacteria is everywhere and harmful bacteria is hard to prevent and control.
3. Have the student realize hair cannot be sanitized.

Materials: Petri dishes with agar. Autoclave or method of keeping temperature a certain degree.

Procedure: Students wash hands with soap, rinse and dry several times. Then they press finger tips on agar in sterlized petri dishes. Dishes are covered and the bacteria cultures develop after so many hours held at a certain temperature. The more the students cleaned or scrubbed on their fingers, the more bacteria they brought to the surface.

By Betty Beadle

Theme: Food Label Reading

Grade Level 7/8
Curriculum Area Home Economics
Foods
Math
Elements 6
Life Role Family
Career Cluster Food Service

Purpose: To develop an understanding of the difference in quantity, grade, and value to be learned by reading a label.

Objectives: Given two sample labels, student shall be able to --

1. Compute price per ounce of content and compare.
2. By means of a graph, compare prices with "sense" selection.

Materials: 6 to 8 labels for small group of students--real or copies
Pen and paper

Procedure: In previous class discussion and study, students shall be aware of nutritional values of various foods and their importance to health. Students should know mathematical process necessary to figure price per ounce. By taste trial, students could become aware of variation in flavor; and by general appearance -- color, shape, etc., they could also visualize the superiority of a higher grade product.

By Janey Tinker

CAREER EXPLORATION

Theme: "What's For Lunch?"

Grade Level	8
Curriculum Area	Home Economics
Elements	Vocation Family
Life Role	5,6,7
Career Cluster	Food Services

Purpose: To help students appreciate and evaluate school lunches:

1. Appetite appeal
2. Work in preparation
3. Nutritional value
4. Jobs involved

Objective: Given an opportunity to spend a morning in the school cafeteria (2 or 3 at a time) students should be able to contrast and compare preparation of school lunches with preparation of lunches at home, variety of foods served, and decide with written reasons, the values of each; as to

1. preparation time
2. food value - 4 basic groups
3. cost
4. appetite appeal
5. jobs involved

Materials: Basic Foods Chart
Pencil and paper

Procedure:

1. In previous class discussion, students should learn--or review -- the 4 Basic Food Groups and their importance.
2. Students should keep account of increased amount of preparation time added with each additional food on the menu.
3. Students should discuss and compare facts that each food of different color, texture, taste, heat and general appearance, adds to appetite appeal. Also food costs and budget influences food selection for balanced menus.

By Janey Tinker

CAREER EXPLORATION

Theme: Field Trip to Flight Kitchen

Grade Level 8
Curriculum Area Home Economics
Field Trips
Elements 5,7
Life Role Vocation
Family
Career Cluster Food Services

Purpose: To make students aware of the many types of employment available in the Food Services Cluster.

Objectives: Given the opportunity to visit a Flight Kitchen, the student will be able to contrast and compare it with a home kitchen. Student will be able to identify 5 different jobs within the kitchen - for each male and female.

Materials:
Pen and paper
Tape recorder)
Camera) optional
Transportation

Procedure: Pre-planning

1. Class discussion on variety of jobs one might find, the training necessary, and working conditions expected.
2. Have students through observation, questioning, and interviewing on field trip, gather information, identify, compare roles and describe conditions in which home kitchens compare and contrast to quantity food preparation.

By Janey Tinker

Theme: Paying for Trading Stamps

Grade Level 7/8
Curriculum Area Home Economics
Elements 3,4,6
Life Role Family
Career Cluster Marketing

Purpose: To make student aware that trading stamps aren't free. The student should realize that that in family budgeting, trading stamps may not be real bonuses. The higher prices paid are the cost of the premium.

Objectives: Given a list of 30 food and non-food products, the students will compare prices at two large super markets - one that gives trading stamps and one that doesn't, and discover price difference.

Materials: List of foods and non-food products
Pen or pencil

Procedure: After class discussion about bonuses' premiums given with trading stamps, have students prepare price lists from stores. Have class discussion regarding price differential and decide if merchandise premiums are a determining factor in cost to consumer.

By Janey Tinker

Theme: "I'd Like To Buy"

Grade Level 8
Curriculum Area Home Economics
Consumer Education
Elements 3,6
Life Role Family
Career Cluster All

Purpose: Make student aware of value of advertising.

Objectives:
1. Given 10 pictures or slogans of well advertised products, students will be able to identify them.
2. Students to make home check as to amount there: why purchased?

Materials: Oral or written description of advertisements and/or pictures of well known trade marks.

Procedures:
1. Groups of 3 to 5 students will prepare pictures from newspapers or magazines.
2. Groups will prepare slogans, (Rains It Pours), be able to sing jingle ("Um, Um, Good") or quote phrases ("I can't believe I ate the whole thing"). Class tries to identify.
3. Make game out of finding additional and trying to "stump" the class with one they really should remember.
4. Students make a list of these products and check at home to see how many are there. Could ask parent "why" particular brand was purchased.

By Janey Tinker

CAREER EXPLORATION

Theme: "Are You A Living Doll Or A Little Demon?"

Grade Level 8
Curriculum Area Home Economics
Consumer Education
Elements 1,2,3
Life Role All
Career Cluster All

Purpose: To help students realize courtesy and consideration of others is always important.

Objectives:
1. Students will role-play correct and incorrect behavior involved in Supermarket shopping.
2. They will be able to chart good and bad behavioral patterns in shoppers.

Materials:
Shopping cart
Assortment of groceries (optional)

Procedure: Have attached lists of "Do's and Don'ts" typed on 3 x 5 cards.

Students draw one of that and role-play appropriate action.

By Janey Tinker

SUPERMARKET

HOW TO BE ABSOLUTELY HATEFUL IN 10 EASY STEPS

1. On a busy shopping day, take up two spaces in the parking lot.

2. Even if you can shop at any time of day or any day of the week--wait until 5:00 P.M. to do your week's shopping. Business people returning from work don't mind waiting till you're through.

3. Let the children race all over the store.

4. If you meet friends and decide to chat, don't move to one side. Stand in the middle of the aisle.

5. If you're in front of a shelf or showcase, don't let anyone else look too. After all, you got there first.

6. Leave your cart in the middle of the aisle and run off to get something you need. Someone else will move your cart out of the way.

7. Never get on the end of a check-out line--always push ahead of someone. If you're aggressive enough it might work.

8. Forget to have something weighed and hold up the whole check-out line while you go back to get this done.

9. When you reach the cashier, don't pull your empty cart to its proper place. Let the customer in back of you do it.

10. Be a cartnapper. Shopping carts only cost $30 apiece, minimum, and they'll never miss it.

SUPERMARKET

HOW TO BE A LIVING DOLL IN 10 EASY STEPS

1. Be careful. Push carts with care. If you accidentally bump your cart into someone, stop and apologize sincerely.

2. Be gentle. Avoid unnecessary handling of fresh fruits and vegetables.

3. Be neat. If you knock something off a shelf, pick it up and put it back. If you accidentally break something, call a clerk so he can clean it up.

4. Be orderly. If you change your mind about buying something, return the item to its proper shelf.

5. Be organized. Complete all your shopping before entering the check-out line. Asking someone else to push your cart forward while you pick up forgotten items is not cricket.

6. Be smart. Learn the rules of the "express line". Usually it's the number of items not the number of pieces that count. In most stores six loaves of bread and eight cans of soup are two items.

7. Be cooperative. Place merchandise on the counter so the cashier can see prices. Keep "two for" items together.

8. Be ethical. Don't ask the store to redeem "cents off" coupons for items not a part of your purchases.

9. Be business-like. Have your money ready so you don't delay the check out line while you get a check cashed.

10. Be kind. If you take a cart to your car to the parking lot, wheel it back to the area designated for empty carts. Never take a cart off the store premises.

CAREER EXPLORATION

Theme: Grooming

Grade Level 7/8
Curriculum Area Home Economics
Health
Elements 1,2,8
Life Role All
Career Cluster All

Purpose: To have the student understand that certain rules of grooming hold up through the test of time.

Objectives:

1. Given paper and pencil have each student list 5 things they consider are necessary for good grooming, and acceptable or favorable appearance to them from their observation.
2. Given all the group ideas have each student make a list of things they as a group feel are the necessary things to do for good grooming.
3. Formulate a code.

Materials:
- Note pad
- Units on grooming
- Texts
- Pencil
- Resource material

Procedure: Discussion of good grooming habits and practices. Have each student observe 10 people over a two week period that fall into a category of what they would consider "well groomed". Write down on a small pad what makes each of these people stand out.

By Betty Beadle

CAREER EXPLORATION

Theme: Good Grooming

Grade Level 7/8
Curriculum Area Home Economics
Health
Elements All
Life Role All
Career Cluster All

Purpose: To develop in students an understanding of what factors and the use of which constitute good grooming.
To develop an understanding of why good grooming is necessary to the world of work as well as the other life roles.

Objectives:

1. Given paper and pencil the student would analyze and graph their body silhouette and determine design lines best suited to their figure.
2. Given fabric of different hues, tints and shades, students would record colors best suited to their own complexions and hair coloring. By looking into mirrors facial outlines would be traced. Placement of eyes, nose and mouth would also be drawn out.
3. A clothing wardrobe would be recorded for play, school and special occasions.
4. Three examples of hair styles and three examples of clothing for recreation, work and special occasions would be turned in to the instructor.
5. Personal grooming problems, if a student wished to reveal them, could be presented to the class for discussion.
6. Generalizations and concepts may be charted by the class as elements of good grooming.

Materials:
Resource people
Teaching aids
Texts
Magazines
Films, film strips

Procedure

1. Have a cosmotologist as a resource person visit the class, demonstrate shampooing, hair cutting and setting on a student. Have a question and answer period on hair and skin care.
2. Have an instructor for airline stewardesses visit the class and discuss the importance of grooming, how to walk correctly, sit, pointers on good grooming, diet, etc.
3. Have a buyer, designer or competent sales person visit the class and with examples explain silhouettes, design lines, color, texture, appropriateness, etc.
4. Have a P.E. instructor explain the exercises needed for certain body problems and correct posture.
5. Have a home economist discuss diet and diet problems.
6. Films on cleanliness, beauty aids, diet, posture, etc. will be shown.

Theme: Decision Making

Grade Level 7/8
Curriculum Area Home Economics
Elements 2,3,4,5
Life Role All
Career Cluster All

Purpose: To develop in students the steps in decision making.

Objective:
1. Given a problem, paper and pencil students will state within 5-10 minutes what choice they would make.
2. Given these answers students will tabulate on paper with pencil the responses and alternatives, what influenced or prompted these alternatives, what would the results be from taking certain alternatives, following through and making decisions? Steps in decision making should be enumerated for the students.

Material:
Furniture and fixtures in a room, a certain
A certain amount of money
Trend folders
Transportation costs
Home furnishing magazines, catalogues, etc.

Procedure: Two teen girls in a family of 5 have this problem to solve. The parents who discuss financial matters with the girls and their brother state they have a certain amount of money that can be used by the girls to buy furniture more suitable to teenagers, repaint the room and add new bedspreads, etc. However, the girls have been wanting to spend several weeks visiting with a cousin on a large cattle ranch which is not too far from the World's Exposition. They have been planning several years to take this trip yet they would enjoy having their large bedroom redone since they will be home close to 3 more years.

By Betty Beadle

Theme: Self Understanding

Grade Level	7/8
Curriculum Area	Home Economics Self Understanding
Elements	1,2,3,4,5,8
Life Roles	All
Career Cluster	All

Purpose: To begin to develop in students an understanding of self.

Objectives:

1. Given a self awareness form each student would honestly evaluate herself or himself to the best of their ability.
2. Given the What's In Your Future Form each student will try to project himself or herself from where they are today to where he or she thinks they may be after high school graduation, with one or two years training after high school, or with a college degree.
3. Given these forms to fill out and concentrate on a student will begin to realize he or she may or will have considerable influence on their future.

Materials:

Use form "Who Am I?"
Use form "What's In Your Future?"
Textbook reading on heredity and environmental influences in general on an individual.
Exploratory field trips to various industries.

Procedure: Students will do assigned reading in regard to an individuals inheritance of certain physical attributes, mental capabilities and acceptance of what they cannot change. They read and discuss how environments affect their concept of self. The forms Who Am I and What's In Your Future are filled out. The Who Am I is a private exercise but the What's In the Future exercise may be used to draw generalizations and concepts about work, marriage and male and female roles. Why do students see themselves as they do? Are they aware of the practical elements of adult life?

By Betty Beadle

WHO AM I?

Directions: Number 1, 2, and 3 will be used to determine how you measure up. THIS WILL NOT BE GRADED OR EVEN COLLECTED. Just look into the mirror and answer #1 if very good, #2 if good, or #3 if fair. Now let's find out your strong and weak points.

Part A: PHYSICAL CHARACTERISTICS

1. Physical stamina
2. Strength
3. Manual skills in general

Part B: MENTAL CHARACTERISTICS

1. Concentration
2. Persistance
3. Memory for faces
4. Memory for general facts
5. Memory for numbers
6. Memory for visual things
7. Imagination or creativity
8. Logic or reasoning powers

Part C: VALUES, FEELINGS, PERSONALITY

1. Would you go into a job just because your family wanted you to? (yes - no)
2. Would you go into a job just because your parents wanted it, you deep down wanted it too, thereby satisfying all? (yes - no)
3. Is prestige important to you? (yes - no)
4. Is money important to you? (yes - no)
5. Do you have patience? (yes - no)
6. Do you have self-control? (yes - no)
7. Can you tolerate frustration? (yes - no)
8. Do you get along with your own age group? (yes - no)
9. Do you relate with older people well? (yes - no)
10. Do you like young children? (yes - no)
11. Do you value honesty? (yes - no)
12. Do you think you answered all of the above honestly? (yes - no)

Below is some space. Make a short notation of your strong points and your weak points.

Make a general statement about yourself here.

WHAT'S IN YOUR FUTURE?

Think of five jobs related to your interests and talents that you could work at:

While you are in high school

1.
2.
3.
4.
5.

Right after high school with a high school diploma

1.
2.
3.
4.
5.

With one or two years' training after high school

1.
2.
3.
4.
5.

With a college degree

1.
2.
3.
4.
5.

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CAREER EXPLORATION

Theme: "Is It Worth It?"

Grade Level 8
Curriculum Area Home Economics
Elements 1,2,3
Life Role All
Career Cluster All

Purpose: Help students recognize that there is more to a job than the pay check.

Objectives: Given a brief biographical sketch of a worker, the student will be able to answer the 5 listed questions which do not pertain to the actual job but to worker self satisfaction.

Materials: Brief biographical sketch
List of 5 questions
Pen or pencil

Procedure: Pre-class discussion should explain and emphasize importance of five human needs in the world of work.

1. Need for master
2. Need for belonging
3. Need for approval by others
4. Need for status
5. Need to give service

When given a brief biographical sketch, students should be able to answer "How?" this individual is fulfilling the "5 needs" in his/her life role.

Example: Beverly Brown is a 28 year old Home Economics teacher. She is married and has two small children. She returned to teaching 2 years ago because her husband wanted to return to school part-time to prepare for a better job. She likes her job, her students, her co-workers and her school.

CAREER EXPLORATION

Theme: First Reactions Count!

Grade Level 7/8
Curriculum Area Home Economics
Self-Understanding
Elements 1,2,3
Life Role Vocational
Career Cluster All

Purpose: To help student become aware of their own likes and dislikes.

Objectives: Students will complete reaction chart attached for self evaluation.

Materials: Chart
Pen and pencil

Procedure: Teacher selects pictures of jobs in any cluster.
Example: For a Homemakers Assistant.
They are asked to assume they are the person pictured and have just been asked to do the job.
What was the first reaction?
How would you feel about this type work?

By Janey Tinker

First Reactions Count! (continued)

Students are shown pictures of workers doing a number of jobs that might be included in Homemakers Assistant (or?). They are to assume that they are the person shown and have been asked by their employer to do that job. The student is to record his/her first reaction.

Students are to place their reaction in the first column to the right of the number which corresponds to the number of the picture of the job shown. Then he/she will check other appropriate responses.

First Reaction	Know how	Do not know how	Do willingly & will enjoy	Do willingly but won't enjoy	Will not do

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Theme: Four Speakers - Hotel Employment

Grade Level	8
Curriculum Area	Home Economics Speakers
Elements	1,2,4,5,7
Life Role	Vocational
Career Cluster	Social Service

Purpose: Develop in students an awareness of job differences due to education through the example of jobs related to hotel employment.

Objectives: Given the opportunity to hear 3 speakers in a variety of jobs in any given hotel/motel complex, a student can list jobs available and education required for each.

Materials: Speakers
Note taking equipment
Film or slides

Procedure:
1. Three speakers presented
2. One in hotel management - college trained
3. One desk clerk - high school plus business college
4. One maid - high school, maybe with "on job" training
   Students should become aware of type of jobs done, advancement possibilities (money), and variety of experiences possible, basically because of education.

By Janey Tinker

CAREER EXPLORATION

Theme: Transportation

Grade Level 8 and up
Curriculum Area Home Economics
Field Trips
Elements 3,6
Life Role Vocational
Leisure
Family
Career Cluster All

Purpose: To become acquainted with methods of transportation necessary to get to and from a job location.

Objectives: Given an address, a student can show how to travel from home or school to reach it by any of three listed transportation procedures.

Materials: City map
Bus dispatches, phone number for bus schedule and routes

Procedures: 1. Each student is given an address of some place of business (prospective employer) and will show how to reach it by the most direct route, to have a job interview at a certain time, using.....
   a. own car--show route on map
   b. bus--names of routes, transfer points, and time
   c. ride part way--how to proceed from there

By Janey Tinker

Theme: Speaker - Manager of Large Restaurant

Grade Level 8
Curriculum Area Home Economics
Speakers
Elements 3,4,6,8
Life Roles Vocational
Career Cluster Food Services

Purpose: Make student aware of many jobs necessary in large quantity food preparation and serving.

Objective: Each student will be able to list 5 jobs for men and 5 jobs for women, the approximate education or special training necessary, the hours of the day (shift) they would work, and expected wages or salary.

Material: Speaker
Note pad and pencil

Procedure: By listening, questioning and follow up research, the students will obtain information from the speaker to satisfy "objective".

By Janey Tinker

CAREER EXPLORATION

Theme: "Try It, You'll Like It?"

Grade Level 8
Curriculum Area Home Economics
Health Occupations
Food Service
Elements All
Life Role Vocational
Family
Career Cluster Bookkeeping
Social Services

Purpose: To acquaint the student with the many Home Economic related Job Type activities to be experienced around home.

Objectives: Given a teacher prepared chart, a student, over a stated length of time, two to six weeks, will experience as many of the jobs as possible. These jobs are to be checked off in the appropriate slot and the results discussed and compared in class.

Materials: Teacher prepared chart (attached)

Procedure:

1. After class discussion pertaining to the list of activities on the list handed out to each student, they will check in the appropriate squares the ones already experienced and, over a set period of time, try to accomplish as many of the others as possible.
2. In answering the questions at the bottom of the chart and with class discussion following, the students should easily recognize the correlation between these activities and employment in the Home Economics field.

By Janey Tinker

LABORATORY-TYPE EXPERIENCES INTRODUCING YOUTH TO GAINFUL EMPLOYMENT THROUGH HOME ECONOMICS EXPLORATION

Interest in this field may be expressed in a variety of ways. Perhaps you want to work in a restaurant or hospital, or be a seamstress, or home furnishings consultant. Maybe you want to manage a hotel or motel or child care center, or what else?

Check the appropriate item

	I have had this experience, and		I have not had this experience, and	
	did enjoy it	did not enjoy it	would like to try it	would not like to try it
1. Preparing a meal for the family				
2. Preparing party refreshments				
3. Helping with home canning or freezing				
4. Helping prepare fish, fowl, or meal for home use (Sports enthusiast results)				
5. Helping with family laundry				
6. Helping select school wardrobe				
7. Modeling clothes with friends or for a school function				
8. Doing grocery shopping for a large group meal				
9. Doing family grocery shopping for a week				
10. Helping mother with housework				
11. Caring for younger siblings while mother works				
12. Babysitting outside home				
13. Caring for a disabled person or invalid				
14. Working in nursery or nursing home				
15. Making beds, like in motels				
16. Washing dishes or working as kitchen helper in restaurant or "institution"				
17. Helping in school cafeteria				
18. Designing "model" home and furnishings				
19. Choosing own room furnishings				
20. Budgeting allowance or earnings				

(continued on next page)

continued

	Check the appropriate item			
	I have had this experience, and		I have not had this experience, and	
	did enjoy it	did not enjoy it	would like to try it	woul t like t try it
21. Earning and saving money for a specific project				
22. Keeping own checking or savings account				
23. Giving friend or family member a permanent				
24. Helping sister or friend select a dress and get ready for a "prom" or special party				
25. Go on a successful diet and gain or lose 10 lbs.				

Responses indicate that in Home Economics related activities, I have had:
Little experience_____ some experience_____ much experience_____

If little, I would like more of these experiences. Yes_____ No_____
If much, I enjoyed much of these experiences. Yes_____ No_____
I liked item number_____the best, and number_____the least.

Theme: "Safety First -- and Second, Too!"

Grade Level 7/8
Curriculum Area Home Economics
Elements 1,2
Life Role Family
Career Cluster Social Services

Purpose: To make student more aware of safety hazards in the home.

Objectives: After teacher has deliberately set up 20 safety hazards in the Home Economics room, student should be able to identify 90% of them.

Materials: Safety hazards
Pencil and paper

Procedure: After several periods of class study, reports and discussion on Safety - at home, on the job, as a baby sitter, etc., the teacher should set up examples of safety hazards. The students should be able to locate at least 90% of these.

Examples:

a. iron flat on board
b. iron left plugged in
c. grease on floor
d. grease on stove near burner
e. hot pad on burner
f. pan handle over edge of stove
g. radio or mixer cord over stove burner
h. sign on Fire Extinguisher "Out of Order"
i. pan with extending handle in oven
j. too many plugs in one electric plug-in (3 way plugs use)
k. open pan of ? boiling on stove
l. poisonous cleaning solutions kept in food cupboard
m. prescriptions, medicine on spice shelf
n. sharp knives in sink for washing
o. penny in fuse box
p. teacher shoes untied
q. inflammable apron
r. slippery rug on floor
s. toy on floor
t. teacher work at stove wearing floppy sleeves

By Janey Tinker

Safety First (continued)

Purpose: To make students more aware of safety hazards in the home.

Objectives:
1. Students will select a 3x5 card which has safety hazard on it.
2. Student will select a partner, if necessary, and role play the hazard, the results, and how to cope.

Materials: 3x5 cards -- activity listed

Procedure: (After previous activity)
1. Each student will be given a 3x5 card and will write on it a safety hazard. These will be "thrown in a hat."
2. Each student will select a card and alone, or with a partner, role play the results -- and/or how to prevent the accident.

These should be hazards not easily demonstrated in previous activity.

Example:
1. use of proper utensils -- hammer to pound -- not knife -- or screw driver, not knife
2. toaster cords in good repair
3. use no metal to fix stuck toaster (fork or spoon)
4. watch hot grease on stove
5. watch hot sugar on stove
6. don't put water on burning grease
7. what happens on a highly waxed floor
8. scatter rugs without rubber backing

Many others brought out in previous class discussion.

By Janey Tinker

Theme: "Are You A Good Risk?"
Adapted from State Dept. Bulletin
Home Economics Occupations

Grade Level	7/8
Curriculum Area	Home Economics Self-Understanding
Elements	1,2,3,8
Life Role	All
Career Cluster	All

Purpose: To help student realize their individual potential as an employee.

Objectives: Given a set of questions, students will answer them to the best of their ability, and see how they rate themselves as potential employees.

Materials: List of questions
Pen or pencil

Procedure:

1. In pre-discussion, about attached questions, students will contrast and compare attitudes and abilities an employer might expect of an employee.
2. Students should consider how they might feel about hiring themselves.

By Janey Tinker

ARE YOU A GOOD RISK?

What kind of an employee will you make? You can take stock of yourself right now and find out. Here are some questions to ask yourself. Answer them honestly and see how you rate.

		Yes	No
1.	Do you have a real willingness and desire to learn new skills and ways of doing things?		
2.	Are you neat in your personal appearance and work habits?		
3.	Are you punctual?		
4.	Can you apply yourself to a job without being easily bored or distracted?		
5.	Can you adapt to new and unexpected situations easily?		
6.	Can you work under pressure, when necessary, without becoming nervous and upset?		
7.	Do you have confidence in your abilities?		
8.	Are you emotionally stable, capable of taking things in your stride?		
9.	Have you enough initiative to be able to work on your own?		
10.	Are your job plans in keeping with your own capabilities and the opportunities employers have to offer?		
11.	Do you have a sense of duty and responsibility?		
12.	Are you reliable?		
13.	Can you be depended upon to do a job satisfactorily?		
14.	Can you gain friendship and respect of fellow workers?		
15.	Can you cooperate with fellow workers?		
16.	Can you cooperate with supervision and management?		
17.	Can you follow directions willingly and without arguement because you respect authority?		
18.	Can you accept criticism without feeling hurt?		
19.	Can you understand instructions and carry them out accurately?		
20.	Can you work without constant supervision?		
21.	Do you ask questions about things you don't understand?		
22.	Can you complete a job once you start it?		
23.	Are you a pleasant person to work with?		
24.	Are you friendly and congenial?		

By Janey Tinker

ADDITIONAL ACTIVITIES

CROSS REFERENCE TO OTHER SECTIONS

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How to Keep a Job	I.E.	8
Where Do Your Parents Work and What Do They Do?	I.E.	10
How Does a Business Start and Operate?	I.E.	11
Assembly Line Production	I.E.	12
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Time is Money	I.E.	19
Shopping Spree	Math	10
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Hi, Teach!	PE	7
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MUSIC

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CAREER EXPLORATION

Theme: Group Singing and the Leisure Life Role I

Grade Level 5-6-7-8
Curriculum Area Music
Health
Elements 1,4,5
Life Role Family
Leisure
Career Cluster Music
Social Services

Purpose: To become aware of favorite songs known by the family and realize the importance of group singing in fulfillment of leisure time.

Objectives:

1. Given paper and pencil, the students will list songs they think are known by their parents.
2. From their own experiences, they will list where these songs will be sung in relation to the leisure life roles.

Materials: paper and pencil

Procedure:

1. After discussing the topic "Leisure Time", the students will list songs they think are known by their parents.
2. Then they will list the types of activities they are involved in during leisure time with the family (picnic, vacation, family gatherings).
3. From the second list, the class decides where group singing could be a part of that leisure time.
4. Assign the students to ask parents how many songs they know on the first list. Then have parents add some songs they would like their children to know.

By Julie Nakoff
Bunny Hatch

CAREER EXPLORTION

Theme: Group Singing II

Grade Level	5-6-7-8
Curriculum Area	Music Health
Elements	1,4,5
Life Role	Family Leisure
Career Cluster	Music Social Services

Purpose: To have students know 10 songs that are known by their parents in order to build better communications.

Objectives:
1. Given instruction in vocal music, the students will be able to sing 10 songs known by their parents.

Materials:
music for the songs
chalkboard and chalk

Procedure:
1. Students come back and bring a list of songs their parents would like them to learn.
2. List the songs on the board and decide which are requested the most.
3. The teacher teaches the song.

By Julie Nakoff
Bunnie Hatch

CAREER EXPLORATION

Theme: Group Singing III

Grade Level 5-6-7-8
Curriculum Area Music
Health
Elements 1,4,5
Life Role Family
Leisure
Career Cluster Music
Social Services

Purpose: To have students and parents participate in a "Community Sing".

Objectives: 1. By having a "Community Sing" the students will demonstrate better communications with parents.

Materials: piano, guitars, songsheets
a place and arragements for a "Community Sing"

Procedure: 1. Students will practice for group singing. The teacher shall make arrangements for the "Community Sing" (i.e. programs, seating arrangements, and so on).

By Julie Nakoff
Bunny Hatch

CAREER EXPLORATION

Theme: Music Affects the Leisure and Family Life Roles

Grade Level	6-7-8
Curriculum Area	Music
Elements	4
Life Role	Leisure
Career Cluster	Social Services

Purpose: To realize how music affects our daily life, and is an interwoven part of it.

Objectives: 1. Through small group discussions students will compile a list of 5 styles of music, places they hear music and the moods they create.

Materials: chalkboard, chalk
paper and pencil

Procedure:

1. Ask the class how many different places they hear music. As they state different places, the teacher lists them on the board.
2. Now list all the different types of music we hear at these places. (fold, rock, mood music and so on.)
3. Have the students break into groups according to how many places they listed. Select a group leader. Give each group 5 minutes to discuss their type of place, type of music, kind of mood it creates, the relationship between the music and activity involved, itc.
   Is it important? Could you do without? If so, how would it change? (These questions may be written on the board.)
4. The group leader reports the discussion of his or her group and the rest of the class may comment on their decisions.
5. Final Question - What did they learn about music today?

By Bunny Hatch

PCE K-10
June/73

Music 4

CAREER EXPLORATION

Theme: Field Trip to the Music Store

Grade Level 6-7-8
Curriculum Area Music/Field Trip
Elements 1,2,5,6,7,8
Life Role Vocational
Career Cluster Social Services
Secretarial
Marketing

Purpose: To become aware of many aspects of musical products. (Playing, buying, selling, repairing, etc.).

Objectives:
1. The student will be able to identify many different instruments and differentiate between the various qualities of certain instruments.

2. After visiting the music store, the students will write a paper about 1 of the jobs needed in a music store.

Materials:
Transportation
Paper and pencil
Music store visit pre-arranged

Procedure:
1. Arrange to have a class go on a field trip to the music store. (Day Music Co.).
2. Prepare the students beforehand, and also talk with the manager of the store about the information we would like.
   a. What types of jobs do the people in the store have?
   b. Do they have to have any music training?
   c. How many different instruments do they carry, and what are the purposes of the people buying them?
   d. What are the differences in prices and qualities?
   e. Do they have a repair shop? (and so on)
3. When the students come back to school have a discussion about the trip and what they learned.
4. Assign the students to write a short paper about one of the employees of the music store they were the most impressed with. The paper should include the title of the job, the qualifications, the type of work they do daily, the pay (if found out), and a general comment from the student about his or her experience in learning about the job.

By Bunny Hatch
Julie Nakoff

Music 5

CAREER EXPLORATION

Theme: "Let your Fingers Do the Walking"

Grade Level 6-7-8
Curriculum Area Music, Lang. Arts
Elements All
Life Role Vocational
Career Cluster Social Services
Marketing, Bookkeeping,
Clerical, Secretarial
Construction

Purpose: To realize the number and types of music stores in Portland along with the variety of jobs available.

Objectives:

1. The students will be able to locate sections of the city of Portland, given a map.
2. The students will be able to use the classified index of the Telephone Directory.

Materials:

Telephone Book
Paper and pencil
Map of the city
Chalk and chalkboard

Procedure:

1. Assign the class (for homework) to list all the music stores in the classified index of the telephone directory, located within the area of Portland in which they live. (N.E., S.W.)
2. Explain the dividing lines of the city on the map and show what area certain land marks are located. The list should include the address and type of music store (sells instruments, sheet music, gives lessons and so on)
3. The next day, list the stores on the board. The students will discuss the need for a large or small number of music stores, and the need for the different types, if they are different.
4. The students will choose 3 stores closest to their school.

By Julie Nakoff
Bunny Hatch

PCE K-10
June/73

Music 6

CAREER EXPLORATION

Theme: "Let your Fingers Do the Walking"

Grade Level	6-7-8
Curriculum Area	Music, Lang. Arts
Elements	All
Life Role	Vocational
Career Cluster	Social Services Marketing, Bookkeeping, Clerical, Secretarial Construction

Purpose: The students will have an opportunity to choose one area of career interest in music, and develop an interview outline for that career.

Objectives:
1. The students will become aware of music related jobs in his own vicinity.
2. The students will be able to organize an outline for an interview.

Materials:
chalk and chalkboard
paper and pencil

Procedure:
1. Have students decide on a music store.
2. Then have them group in 2's or 3's according to similar interests and choose a team leader.
3. According to the specialities of each of the 3 stores, have the teams sign up for an interview at one of the stores.
4. As a class, they will discuss the information to be obtained from the interview and construct an outline to be followed.

By Julie Nakoff
Bunny Hatch

CAREER EXPLORATION

Theme: "Let Your Fingers Do the Walking"

Grade Level 6-7-8
Curriculum Area Music, Lang. Arts
Elements All
Life Role Vocational
Career Cluster Social Services
Marketing, Bookkeeping,
Clerical, Secretarial
Construction

Purpose: To interview a ~~music~~ store employee in order to learn about a music related job that is held within the student's own vicinity.

Objectives:
1. The student will demonstrate communication skills in the use of Career Education resources.
2. The student will become aware of job opportunities in his own community in the field of music.

Materials: None

Procedure:
1. Transportation and interview arrangements should be planned by the teacher.
2. After the interview, the students relate their information to each other in report form.

By Julie Nakoff
Bunny Hatch

CAREER EXPLORATION

Theme: Let your Fingers Do the Walking"

Grade Level 6-7-8
Curriculum Area Music, Lang. Arts
Elements All
Life Role Vocational
Career Cluster Social Services
Marketing, Bookkeeping,
Clerical, Secrtarial
Construction

Purpose: Provide a situation where the student takes the role of a person with a music career and realizes his/her responsibilities.

Objectives:

1. The student will have further developed communication skills in learning to relate and interact.
2. The students will be able to identify music careers available in music stores.

Materials: None

Procedure:

1. Break up into groups having each student take the role of a certain music career(1-manager, 2-buyer, 3-secretary, 4-salesman, and so on).
2. In the group, discuss the responsibilities of each position in the store.
3. Give each group a situation, for example: (a) certain items need to be purchased and the group decides how many items, what kinds, the prices, and so on, or (b) over the past 3 months there has been a decline in sales, what needs to be done? (there are many situations you can create).

By Julie Nakoff
Bunny Hatch

CAREER EXPLORATION

Theme: Speakers for Music Career Awareness and Exploration

Grade Level	5-6-7-8
Curriculum Area	Music/speakers
Elements	1,2,4,5,8
Life Role	Vocational, Leisure,Citizen
Career Cluster	Social Services

Purpose: To present local speakers who will explain their jobs and preparation for a career in music (to the students).

Objectives:

1. The students should be able to identify by listing occupations presently held in the field of music.
2. After hearing a speaker on a music career, the students will write a paper on a specific career in music.

Materials: Arrangements for a speaker

- a) member of the symphony
- b) member of the opera company
- c) member of a band (any type)
- d) professional singer
- e) store worker or manager
- f) teacher
- g) disc jockey - and so on.

Procedure:

1. Plan to have a speaker come and talk to the students about their music related jobs.
    - a) What does their job involve daily?
    - b) How did they get the job?
    - c) What background is necessary to be hired for that job?
    - d) Relate to #2 of objectives
2. Assign the students to write a paper entitled "A Career in Music".

By Julie Nakoff
Bunny Hatch

CAREER EXPLORATION

Theme: Community News in Music I

Grade Level	5-6-7-8
Curriculum Area	Music - Lang. Arts Resources
Elements	1,7
Life Role	Vocational
Career Cluster	Social Services Clerical

Purpose: Learning to experience communication skills by writing a newspaper article on a given music topic.

Objectives: Having had background information in the six elements of Journalistic Style (who, what, when, where, why and how) the students will write a newspaper article on a given topic in music.

Materials: paper and pencil

Procedure:

1. The students will write an article on a given music topic.
2. The topic may be a community or school event, or may be a situation created by the student.
3. The student reports the information in his article and the class discusses whether he followed the six elements of style.

By Bunny Hatch

Theme: Community News in Music II

Grade Level	5-6-7-8
Curriculum Area	Music - Lang. Arts Resources
Elements	1,7
Life Role	Vocational
Career Cluster	Social Service Clerical

Purpose:
1. To learn of musical activities in the community.
2. To know where music articles are located in the newspaper.
3. To learn the elements of writing newspaper articles.

Objectives: Given the information on where to find articles on music in the newpaper, the student will locate articles, and report the information to the class. Students will be able to list the 6 elements of the Journalistic Style.

Materials:

newspaper
scissors

Procedure:
1. Explain to the class the 6 elements of Journalistic Style (who, what, when, where, why and how).
2. Bring a newspaper and show them the section in which most articles are located.
3. Have two students each bring one article pertaining to music and report the information to the class.
4. You could make a Bulletin Board containing different topics (i.e. - Choral, Drama, Rock Groups, Symphony and so on) and keep the articles on the board.

By Bunny Hatch

CAREER EXPLORATION

Theme: "Wanted: For ♥ of Kids"

Grade Level 6-8
Curriculum Area Music- Lang. Arts
Elements 2,7,8,5
Life Role Vocational
Career Cluster Clerical,
Secretarial,
Graphic arts.

Purpose: To have students decide the qualifications of a music teacher.

Objectives: After discussing and listing the qualification of a good music teacher, the students will write a "want ad" specifying the qualifications needed.

Materials:
paper and pencil
felt pens or crayons
(4x6 index cards)

Procedure:

1. Have students break up into groups of three and each group will be responsible for one "want ad".
2. For 5 minutes the groups discuss and list what they think a good music teacher should know and be able to do.
3. Given the situation that the music teacher has to leave school, they will organize a "want ad" including the qualifications they had discussed in the groups.
4. The "want ads" will be posted on the bulletin board, and the class will compare and contrast the contents of each.

By Julie Nakoff
Bunny Hatch

CAREER EXPLORATION

Theme: Who's Who in Music

Grade Level	4-8
Curriculum Area	Music-Lang. Arts (drama)
Elements	1,2
Life Role	Vocational
Career Cluster	Social Services

Purpose: To use pantomime to help students become aware of the wide variety of jobs relating to Music.
To have experience in learning to relate through mime, in small groups.

Objectives: Having had some experience in mime from previous class plays, the students will demonstrate their understanding of the characteristics of specific jobs relating directly or indirectly to music.

Materials:
paper strips with names of music careers written on them
container for paper strips
chalkboard and chalk for keeping score
clock with a minute hand

Procedure:

1. Make 30 paper strips, each having the name of a musical career on it.
2. Have the students break into small groups of 5 and choose a group leader.
3. Pass out container with paper strips to each group that will mime the selected job occupation.
4. In order to gain a point, the opposing teams are to decide what music occupation is being pantomimed, within a time limit of 3 minutes.
5. The teacher will time this activity and keep score on the board. The team that has accumulated the most points is the winning team.

By Julie Nakoff

Theme: Apply the Inquiry Method to Music

Grade Level 4-5-6-7-8
Curriculum Area Music
Elements 7
Life Role Vocational
Career Cluster Social Services

Purpose:

1. To play a game that will help students learn the instruments of the orchestra, learn how to ask questions, to develop awareness of careers in music
2. Students will further develop communication skills

Objectives:

1. Students will be able to interrogate each other by asking questions, and selecting the best question in order to get the most information to identify their assigned instrument.
2. Students will list on the board each instrument and characteristics.
3. From board lists, students will categorize the instruments by family.

Materials:

tag board cards with names of instruments
tape, chalkboard, and chalk

Procedure:

1. Make 30 cards, each having the name of an instrument on it.
2. Tape one card on each student's back without his seeing or knowing what it is.
3. Each student goes to another classmate and can only ask 3 questions of him related to the card on his back. The answers may only be yes or no. The classmate he goes to also asks 3 questions about the card on his back. Then he goes on to another classmate.
4. When he discovers his instrument, he goes and writes the name of it on the board.
5. When they are all on the board, go through and ask the students to categorize them according to families.

By Julie Nakoff

CAREER EXPLORATION

Theme: 20 Questions

Grade Level 4-5-6-7-8
Curriculum Area Music
Elements 1,2,3,5
Life Role Vocational
Career Cluster Marketing,Bookkeeping
Clerical,Secretarial
Construction, Electrical
Drafting, metals,
Social Services Graphic
Arts

Purpose: To become aware of music careers through the inquiry method.

Objectives:

1. Given the subject, music careers, the students will identify an occupation, directly or indirectly related to music, through the inquiry method.

Materials: chalk and chalkboard

Procedure:

1. Someone thinks of a job that is either directly or indirectly related to music. (i.e., drummer in rock group, or factory worker where woodwinds are made).
2. The students have 20 chances to discover what the job is by asking questions. The answers can only by yes or no.
3. Someone keeps score on the board. There is one mark for one question.
4. The students should be instructed to ask questions that will give them the most information. The questions should first be general and then become specific.

By Julie Nakoff
Bunny Hatch

CAREER EXPLORATION

Theme: "Concentration"

Grade Level	4-8
Curriculum Area	Music Lang. Arts
Elements	5
Life Role	Vocational
Career Cluster	All

Purpose: To know a skill associated with a music career through the game "Concentration" (could be adapted to any career or cluster)

Objective: Given a teacher-prepared "Concentration" chart, the students will match occupational skills with a designated music career.

Material:

24 numbered tagboard cards 1' square. (the square in the center of the chart is marked "free" -see ex.1 p.2)
5'x5' "Concentration" chart
A strong piece of cardboard for mounting the chart on a bulletin board

Procedure:

1. Make a 5'x5' "Concentration" chart out of tagboard. It should be marked off with 25 1' squares with the center square marked "free" (see example 1) Make 24 1' square cards numbered 1-24 (ex.2). Put a straight pin at the top of each square on the board (ex.3) Then the cards fit over the squares on the board, numbering left to right.
2. Choose a game monitor to remove the numbered cards and keep score on the chalkboard.
3. Decide on team captains. Divide the class into 2 teams.
4. The first team player will choose a numbered card. Underneath the numbered card there will be either a card describing a career, relating directly or indirectly to music, or a description of the skill needed to perform a music related job. He will score a point for relating the skill with the career. If he missed the second team will have the opportunity to gain the opposing team's point. The team with the most points is the winning team. (Just like "Concentration" on TV)

By Julie Nakoff
Bunnie Hatch

PCE K-10
June/73

Music 1a

Theme: Concentration
Page 2

Ex. 1

		FREE		

Ex. 2

Square No.	1	2	3	and so on

Ex. 3

Composer	sells musical instrum.	Piano Teacher	Books musicians for shows	Arranger
Plays organ for special events	Dancer	Sales clerk	Writes evaluation on concerts	Plays records & comments on music
Choir Director	writes music	FREE	Music Critic	Disc Jockey
Teaches Private Piano Lessons	Male Opera Star	Plays Guitar & Sings Folk Songs	Fits melody to the style of a performer	Tenor
Promoter	Expert in Physical Coordi-nation	Expert in Phys. Coordi-nation	Directs a large group of singers	Folk Singer

CAREER EXPLORATION

Theme: Student-Adult Responsibilities

Grade Level	6-7-8
Curriculum Area	Music Social Studies Health
Elements	1,2,3,4,5,6
Life Role	Vocational
Career Cluster	All

Purpose: To show the association between responsibilities as a student, and responsibilities of an adult.

Objectives: The students will list 10 responsibilities of the music class and associate them with the adult occupational life roles.

Materials: chalk and chalkboard

Procedure:

1. The students list at least 10 responsibilities they have in the music class on the board.
2. The class and teacher look them over for improvements.
3. The students try to think of job-related responsibilities.
4. The class discusses their relation to the music class responsibilities listed on the board.

By Julie Nakoff
Bunny Hatch

CAREER EXPLORATION

Theme: A Collage of Musical Occupations

Grade Level 6-7-8
Curriculum Area Music, Art
Elements 1,2
Life Role Vocational, Leisure
Career Cluster Social Services

Purpose: To become aware of a variety of jobs related to music. To use creative talents to construct and arrange a musical collage.

Objectives: 1. Students will construct a collage of music occupations from pictures they select from magazines.

Materials:
tag board
glue --scissors
pictures out of magazines brought by students

Procedure:
1. Explain how a collage is made, and how it shows a conglomeration of a given subject.
2. Have them select a topic they can concentrate on such as:
   a. Jobs related to music
   b. Singers
   c. Performing Groups
   d. Instrumentalists
   e. Conductors, dancers, etc.
3. Have them bring pictures from magazines of people or things related to music.
4. Have them arrange their pictures on peg board and decide how they will be cut and designed.
5. Glue them on, and put them up in music room or classroom for inspiration. (They may be given a theme or title).
6. After posted, each student will tell about his collage.
   a. What topic
   b. Range of what's included
   c. Something unusual
   d. Special problems

By Julie Nakoff
Bunnie Hatch

CAREER EXPLORATION

Theme: Who AmI?

Grade Level	5-6-7-8
Curriculum Area	Music
Elements	1
Life Role	Vocational Leisure
Career Cluster	Social Services

Purpose: To learn about famous people who's backgrounds and occupations are related to music

Objectives:

1. Given a picture of a famous person, the students will identify and write one report on that person relating to a career in music.

Materials:

pictures of famous people (i.e. Stravinsky, Bacharach, Carlos Montoya, Carpenters, etc.)
construction paper for bulletin board
paper and pencil

Procedure:

1. Every week, the teacher posts a picture of an important or famous person on the bulletin board.
2. Under the picture, put three questions:
   a. Who am I?
   b. What do I do?
   c. How did I become famous?
3. If the person is discovered, then one student will look up a report on this person, give it to the class and put it up by the picture on the board.
4. If the person is unknown, then the teacher could play 20 questions with the students until they guess the occupations. The teacher may have to tell them the name of the person. Then one student looks up a report about that person.

By Julie Nakoff
Bunny Hatch

Theme: Job Awareness in Music I

Grade Level 6-7-8
Curriculum Area Language Arts
Music
Elements 1,5
Life Role Vocational
Career Cluster Social Services

Purpose: To become aware of jobs related directly and indirectly to music.

Objectives:
1. Given paper and pencil, students will list jobs related directly, or indirectly to music, corresponding to the letters of the alphabet.

Materials: paper and pencil

Procedure:
1. Divide the class into small groups.
2. Each group will make a list of those jobs which correspond with the alphabet letters and are directly or indirectly related to music (e.g. A --Actress).
3. After groups have filled in as much as they can, go around the room and obtain feedback from the groups.

By Julie Nakoff
Bunny Hatch

CAREER EXPLORATION

Theme: Job Awareness in Music II

Grade Level 6-7-8
Curriculum Area Language Arts
Music
Elements 1,2,3,4,5
Life Role Vocation
Career Cluster Social Services

Purpose: To recognize the characteristics of employees and the tools necessary to compliment their work.

Objectives: Using the alphabet job list previously completed, students will list a characteristic and a tool needed to perform each job.

Materials: paper and pencil

Procedure:

1. Divide class into small groups.
    a. Return their alphabet list of jobs.
    b. Have students add 3 columns to previous list. Column heads should read from left to right; Occupation; Characteristics; Tool.
2. List a possible characteristic for each job and a tool needed to fulfill that work.
3. These words should be added in their proper column by the first letter of that word. The characteristic and tool need not begin with the same initial letter as the job--the object i to fill in all the spaces in all the columns. (Inter-changing words may be necessary). For example, an occupation for the letter A, related indirectly to music is "ACTRESS", a characteristic is "DRAMATIC", which will be placed on the D line under the Characteristic column and the "BODY" is the tool to be placed in the Tool column on the B line. Example:

	OCCUPATION	CHARACTERISTIC	TOOL
A	Actress		
B			Body
C			
D		Dramatic	
E			
F			

4. After the students have filled in as much as possible, have the groups select a job and discuss its relation to the characteristic and tools.

By Julie Nakoff
Bunny Hatch

CAREER EXPLORATION

Theme: Occupations Related to Musical Productions

Grade Level 5-6-7-8
Curriculum Area Music
Elements 1,3,5,6,8
Life Role Vocational
Career Cluster All

Purpose: To discover the wide variety of jobs involved in putting on a program where music is an important part.

Objectives:

1. Given a topic on musical productions, the students will be able to list 10 jobs related to the production.
2. Students will be able to rate the importance of a specific job on a scale of 1-10, and discuss why the rating was given.

Materials: paper and pencil
chalkboard and chalk

Procedure:

1. Decide on a type of musical production (perhaps one you are studying). Some examples are Operas, Musical Plays, Variety Shows, etc.
2. Break up the class into small groups of 3-4. Tell them the topic and give them 10 minutes to discuss the type of program and list 10 jobs involved in that production.
3. Then each group leader goes to the board and writes the jobs.
4. The teacher, with the class, goes through and erases the duplications so that one of each job is listed.
5. Discuss how these jobs are related to the musical production. If they can be put into clusters, group them accordingly.
6. Finally, ask the student if there are any jobs that the production could do without. What if the money supply was short and they had to cut down on staff? Who would be cut and why?

By Bunny Hatch

ADDITIONAL ACTIVITIES

CROSS REFERENCE TO OTHER SECTIONS

ACTIVITY	SECTION/PAGE
Crossword Puzzle	Hlth 24
Field Trip Observation "ABC" Game	I.E. 14-15
Job Investigation Game "What's My Job?"	I.E. 16-17
Time Is Money	I.E. 19
Frozen Images	PE 5
How Come I Never Get a Job?	PE 8-9
Mystery Box	SpAch 0

CROSS REFERENCE #1

CURRICULUM AREA

COMPONENT

ELEMENTS

LIFE ROLE

		CURRICULUM A											COMPONENT				ELEMENTS								LIFE ROLE			
ection/ Page	ACTIVITY	Art	Health	Home Economics	Industrial Education	Language Arts	Math	Music	Physical Education	Science	Social Studies	Special Achievement	Field Trips	Speakers	Resources -B.B.-	Self-Understanding File Folder	1	2	3	4	5	6	7	8	Vocational	Leisure	Family	Citizen
t 1	Careers in Art	x															x	x	x	x	x		x		x			
t 2	Advertising Artist	x															x	x	x	x	x		x		x			
t 3	Architectural Toothpicks	x															x	x	x	x	x		x		x			
t 4	Book Illustrator	x				x											x	x	x	x	x				x			
t 5	Cartoonist	x															x	x	x	x	x		x		x			
t 6	Commercial Artist	x															x	x	x	x	x		x		x			
t 7	Fashion Designer	x		x													x	x	x	x	x		x		x			
t 8	Greeting Card Illustrator	x															x	x	x	x	x		x		x	x		
t 9	Industrial Designer I	x			x												x	x	x	x	x		x		x			
t 10	Industrial Designer II	x			x												x	x	x	x	x		x		x			
t 11	Interior Decorator	x		x											x		x	x	x	x	x		x		x			
t 12	Package Designer	x															x	x	x	x	x		x		x			
t 13	Stage or Set Designer	x			x												x	x	x	x	x		x		x			

tion/		CURRICULUM A											COMPONENT				ELEMENTS								LIFE ROLE			
	ACTIVITY	Art	Health	Home Economics	Industrial Education	Language Arts	Math	Music	Physical Education	Science	Social Studies	Special Achievement	Field Trips	Speakers	Resources -B.B.-	Self-Understanding File Folder	1	2	3	4	5	6	7	8	Vocational	Leisure	Family	Citizen
E. 1	Child Care Services			x													x	x	x		x		x	x	x			x
E. 2	Clothing Workmanship Quality			x														x				x	x	x	x		x	
E. 3	The Chain is as Strong as its Weakest Link			x													x	x			x				x			
E. 4	Home Ec. Field Trip			x									x				x	x			x		x	x	x			
E. 5	Comparative Buying-Consumer Ed.			x															x			x			x		x	
E. 6	Following Directions-Foods Lesson			x													x	x					x	x	x	x	x	x
E. 7	Sanitation-Food Handling			x																			x	x	x	x	x	x
E. 8	Food Label Reading			x			x															x					x	
E. 9	What's for Lunch?			x																	x	x	x		x		x	
E. 10	Field Trip to Flight Kitchen			x									x								x		x		x		x	
E. 11	Paying for Trading Stamps			x															x	x		x					x	
E. 12	I'd Like to Buy			x															x			x					x	
E. 13-14	Are you a Living Doll or a Little Demon?			x													x	x	x						x	x	x	x
E. 15	Grooming		x	x													x	x						x	x	x	x	x
E. 16	Good Grooming		x	x													x	x	x	x	x	x	x	x	x	x	x	x
E. 17	Decision Making			x														x	x	x	x				x	x	x	x
E. 18-20	Self Understanding			x												x	x	x	x	x	x			x	x	x	x	x
E. 21	Is It Worth It?			x													x	x	x						x	x	x	x
E. 22-23	First Reactions Count!			x												x	x	x	x						x			
E. 24	Four Speakers - Hotel Employment			x										x			x	x		x	x		x		x			
E. 25	Transportation			x									x						x			x			x	x	x	
E. 26	Speaker - Manager of Large Restaurant			x										x					x	x		x		x	x			
E. 27-28	Try It, You'll Like It?			x													x	x	x	x	x	x	x	x	x		x	
E. 29-30	Safety First--and Second, Too!			x													x	x									x	
E. 31	Are You a Good Risk?			x												x	x	x	x					x	x	x	x	x

		CURRICULUM A											COMPONENT				ELEMENTS								LIFE ROLE			
tion/ ge	ACTIVITY	Art	Health	Home Economics	Industrial Education	Language Arts	Math	Music	Physical Education	Science	Social Studies	Special Achievement	Field Trips	Speakers	Resources -B.B.-	Self-Understanding File Folder	1	2	3	4	5	6	7	8	Vocational	Leisure	Family	Citizen
1.0	SHORT, FUN ACTIVITIES																											
1.1	Take a Blank to Lunch					x										x					x				x			
1.2	Paint Your Wagon					x										x	x	x						x	x			
1.3	1984					x										x	x	x	x	x	x	x	x	x	x	x	x	x
1.4	My Family					x												x									x	
1.5	Adult Roles					x									x						x				x			
1.6	Parents' Work Roles					x									x		x				x			x	x			
1.7	Survival					x										x	x		x			x			x	x	x	x
1.8	Finding Classified Advertisements					x									x		x				x		x	x	x			
1.9	Classified Advertising and Ways to Use It					x									x						x	x		x	x			
1.10	Write an Ad, Sell a Friend, Rent a Pet					x									x		x		x			x			x	x	x	x
1.11	Yellow Page Scavenger Hunt					x									x			x		x					x	x	x	x
2.0	CAREER AWARENESS/COMMUNICATION SKILLS																											
2.1	Letter Writing					x									x						x		x		x	x	x	x
2.2	School Newspaper					x									x	x	x		x			x	x	x	x	x	x	x
2.3	Careers for Good Writers					x									x					x	x				x			
2.4	Listening Skills					x								x						x	x		x	x	x			
2.5	Telephone					x									x				x				x		x	x	x	x
2.6	Careers for Good Speakers					x									x						x				x			
2.7	Use of Recording Equipment to gather Data for Informative Article about Life Roles					x									x		x			x					x	x	x	x
2.8	Related Working Conditions					x												x		x			x		x		x	
2.9	Discovering Jobs					x														x	x				x			
2.10	Using Descriptive Words - Identifying Job Titles and Clusters					x										x	x				x				x			
2.11	Producers Club					x					x					x	x	x							x			
2.12	People, Data, Things					x										x					x				x			

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		Art	Health	Home Economics	Industrial Education	Language Arts	Math	Music	Physical Education	Science	Social Studies	Special Achievement	Field Trips	Speakers	Resources -B.B.-	Self-Understanding File Folder	1	2	3	4	5	6	7	8	Vocational	Leisure	Family	Citizen
3.0	UNIT TYPE ACTIVITIES																											
3.1-3.5	Self Understanding Packet																											
3.2	1) Recognizing Influences/People					x										x		x							x	x	x	x
3.3	2) Recognizing Influences/Places					x										x		x							x	x	x	x
3.4	3) Recognizing Influences/Things					x										x		x							x	x	x	x
3.5	Writing a Personal Resume'					x										x									x	x	x	x
3.6-3.7	Self-Awareness Unit-Life Story					x										x	x	x							x	x	x	x
3.8	This is My Life					x											x	x							x	x	x	x
3.9	Study of the Newspaper					x									x		x	x	x	x	x	x	x	x	x	x	x	x
3.10	Play Production					x	x								x		x		x		x	x	x		x	x		
4.0	FIELD TRIP ACTIVITIES/ COMMUNICATION SKILLS																											
4.1	Observation Skills					x					x		x								x				x			
4.2	Bus Schedules					x							x						x			x	x		x	x	x	x
4.3	Slide Presentation					x							x			x					x		x		x			
4.4	Travel Bureau					x							x			x			x		x				x			
4.5	Know Your Neighbor					x							x		x		x			x	x			x	x	x	x	x
4.6	Field Trip/SRA Kit					x							x		x						x			x	x			
4.7	Field Trip Log					x							x											x	x			

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1	Group Singing and the Leisure Life Role - I		x					x									x			x	x				x	x		
2	Group Singing - II		x					x									x			x	x				x	x		
3	Group Singing - III		x					x									x			x	x				x	x		
4	Music Affects the Leisure and Family Life Roles							x												x					x			
5	Field Trip to the Music Store							x					x				x	x			x	x	x	x	x			
6-9	Let Your Fingers Do the Walking (4 lessons)					x		x									x	x	x	x	x	x	x	x	x			
10	Speakers for Music Career Awareness and Exploration							x						x			x	x		x	x			x	x	x	x	
11	Community News in Music - I					x		x							x		x						x		x			
12	Community News in Music - II					x		x							x		x						x		x			
13	Wanted: For Heart of Kids					x		x										x			x		x	x	x			
14	Who's Who in Music					x		x									x	x							x			
15	Apply the Inquiry Method to Music							x															x		x			
16	20 Questions							x									x	x	x		x				x			
17	Concentration					x		x													x				x			
18	Student - Adult Responsibilities		x					x			x						x	x	x	x	x			x	x			
19	A Collage of Musical Occupations	x						x									x	x							x			
20	Who Am I?							x									x				x				x	x		
21	Job Awareness in Music - 1					x		x									x				x				x			
22	Job Awareness in Music - 2					x		x									x	x	x	x	x				x			
23	Occupations Related to Musical Productions							x									x		x		x	x		x	x			

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PE 1	Ball Four								x				x		x	x	x	x		x	x	x	x	x	x	x		x
PE 2	The Broken Lead						x		x				x				x					x	x	x	x	x		x
PE 3	Brotherhood					x	x		x		x						x		x					x		x	x	
PE 4	The Endless Track								x				x				x	x	x	x	x	x	x	x	x	x	x	x
PE 5	"Frozen Images"		x	x	x			x	x								x	x	x		x	x	x	x	x	x		x
PE 6	Gutter Bawl								x								x		x		x	x	x	x		x	x	x
PE 7	Hi, Teach!		x			x	x		x		x						x	x	x	x	x	x	x	x	x			x
PE 8-9	How Come I Never Get a Job?	x	x	x	x	x	x	x	x	x	x	x				x	x			x	x		x	x	x	x	x	x
PE 10	Let's Go					x	x		x				x				x	x	x	x	x	x	x	x	x			x
PE 11	Looking Glass								x								x	x	x	x	x	x	x	x	x			
PE 12	The Misspelled Word					x			x								x	x	x	x	x	x	x	x	x	x		x
PE 13	Open Your Eyes, Ref!								x					x			x	x	x	x		x	x	x	x	x		x
PE 14	Picture Temporarily Interrupted- The Broken Tape					x			x								x	x	x	x	x	x	x	x	x			x
PE 15	Ready-Begin!					x			x				x				x	x	x	x	x	x	x	x	x			x
PE 16	Smile, It's Another Day		x						x				x				x	x	x	x	x	x	x	x	x	x		x
PE 17	Some Summer Time								x					x			x	x	x	x	x	x	x	x	x	x		
PE 18	Tell It Like It Is, Howard					x			x								x	x	x	x	x	x	x	x	x	x		x
PE 19	To Win or To Lose?					x			x								x	x	x	x	x	x	x	x	x	x	x	x
PE 20	Where's the Gasoline?								x								x	x	x	x	x	x	x	x	x	x	x	x
PE 21-22	Why do we have to do this?						x		x								x		x			x	x	x		x	x	x
PE 23	Would You Like Green Stamps?						x		x				x				x	x	x	x	x	x	x	x	x			x
PE 24	Appendage A												x	x														

tion/ ge	ACTIVITY	CURRICULUM AR											COMPONENT				ELEMENTS								LIFE ROLE			
		Art	Health	Home Economics	Industrial Education	Language Arts	Math	Music	Physical Education	Science	Social Studies	Special Achievement	Field Trips	Speakers	Resources -B.S.-	Self-Understanding File Folder	1	2	3	4	5	6	7	8	Vocational	Leisure	Family	Citizen
1 1	Community Trees									X			X				X					X			X	X		
1 2	Cartons of What		X	X						X							X				X	X	X		X	X	X	X
1 3	Prediction and Prevention of Erosion									X							X		X		X				X			
1 4	The Staff of Life									X	X		X	X			X		X		X	X	X		X			
1 5	Concern with Two Thirds of the Earth's Surface									X							X	X		X	X		X		X			
1 6	Pond Water Organisms		X							X	X		X				X		X		X				X	X	X	X
1 7	Making a "Viewmaster" in Oregon									X			X				X				X	X	X		X			X
1 8	Metric or English?						X			X									X		X		X		X	X	X	X
1 9	Rulers and Measurements						X			X									X		X		X		X	X	X	X
1 10	Signal and Circuits									X									X		X		X		X			
1 11	WATER, What Do We Do When It's Gone?									X			X	X			X				X	X	X		X	X	X	X
1 12	Is This the Best Way To Use Our Land?									X			X	X			X	X	X		X	X			X	X	X	X
1 13	Environment of Man	X								X				X			X	X			X				X	X	X	X
1 14	Careers as Medical Technologists									X			X	X			X	X			X				X			
1 15	Careers in Pharmaceutical Technology									X				X			X	X			X				X			
1 16	"World of Work" in Drug Industries									X			X	X			X		X	X	X		X		X	X	X	X
1 17	"World of Work" in Chemistry									X			X	X			X			X	X		X		X			
1 18	Not Gold, But Sand and Gravel Make Jobs and Millions in Oregon									X			X	X					X	X	X	X	X		X	X	X	X
1 19	The Object Is					X				X									X				X	X	X			
1 20	Mapping (Cartography)						X	X		X							X		X						X	X	X	X
1 21	Our Feet on the Ground									X				X						X	X	X	X		X			X

		CURRICULUM A											COMPONENT				ELEMENTS								LIFE ROLE			
tion/ ge	ACTIVITY	Art	Health	Home Economics	Industrial Education	Language Arts	Math	Music	Physical Education	Science	Social Studies	Special Achievement	Field Trips	Speakers	Resources -S.B.-	~~Self-Understanding~~ File Folder	1	2	3	4	5	6	7	8	Vocational	Leisure	Family	Citizen
2.6	Smaller World										X						X				X	X	X		X			
2.7	Representative Dress and Tools										X				X			X			X		X		X			
2.8	Anthropologist's Contribution to Understanding Man									X	X									X	X		X		X			
2.9	Literacy and Progress										X						X	X	X	X	X	X	X	X	X	X	X	X
2.10	Industrialization (Advantages and Disadvantages)										X										X	X			X			
2.11	Jobs: Data, People, and Things										X				X	X					X				X			
2.12	Jobs Within a Cluster										X		X				X	X		X	X		X		X			
2.13	Work and Leisure in the Year 2,000										X						X		X						X			
2.15	Cluster Collage	X									X						X				X				X			
2.16	Agricultural Relief Map	X									X											X			X			
2.17	Who Am I? (Game)		X							X	X				X						X				X			
2.18	To Tell the Truth (Game)					X					X				X				X	X	X	X	X		X	X	X	X
3.0	JOBS IN GOVERNMENT																											
3.1	Governmental Work										X						X				X				X	X	X	X
3.2	Our Government										X						X				X				X			X
3.3	(Your Last Name) Co.-- Learning Inc.						X				X						X	X	X	X	X	X	X	X	X			
3.4	Field Trip - Lesson #1										X		X			X					X							X
3.5	Field Trip - Lesson #2										X		X		X						X							X
3.6	Where Would I Like To Live?										X							X			X	X			X		X	

on/	ACTIVITY	CURRICULUM ARE											COMPONENT				ELEMENTS								LIFE ROL			
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0	Mystery Box	X	X	X	X	X	X	X	X	X	X	X					X						X		X	X		
1	Job Cluster of the Month											X			X		X				X				X			
2	Career Awareness Dictionary					X						X					X								X	X	X	X
3	Pre-Vocational Orientation (school services)										X	X	X	X			X								X			
4	Pre-Vocational Orientation (Career Opportunities within School)										X	X					X								X			
5	Pre-Vocational Orientation (In-schoo Work Orientation)											X	X		X		X								X			
6	Work Orientation (Performing Group Task)										X	X					X							X	X	X	X	X
7	Work Orientation (Correct Equipment and Materials Use)				X							X			X								X		X	X		
8	Work Orientation (Room Responsibilities)					X						X					X	X			X			X	X			X
9	Work Orientation (Willingness to Perform Work Tasks)											X					X						X		X			
n 10	Work Orientation (Care of Equipment)				X						X						X				X		X		X	X		
h 11	Awareness Pantomime Game											X			X		X								X	X	X	X
h 12	Awareness of Tools of the Trade											X	X				X						X		X	X		
h 13	Following Direction											X			X		X								X		X	X
h 14-15	Career Game											X			X		X				X	X			X			
h 16	Family Life - Home Responsibilities		X									X					X		X	X	X			X			X	X
h 17	Grooming Habits - Health Wheel		X									X								X	X			X	X	X	X	X
h 18	Cluster Awareness Activity											X					X	X							X			
h 19	Decision Making Game		X			X						X							X	X					X	X	X	X
h 20	Awareness of Night Workers											X			X		X			X					X			
h 21	Financial Affairs						X					X					X		X			X		X	X			X
h 22	Financial Affairs:Checking Account							X				X			X		X						X		X			

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pAch 24	Financial Affairs: Lead-up Activity for Bank Field Trip						X					X			X		X		X	X	X	X			X			
pAch 25	Financial Affairs: Bank Visitation						X					X	X				X				X	X		X	X			X
pAch 26	Financial Affairs: Follow-up for Bank Field Trip						X					X	X		X		X				X	X			X			
pAch 27	Field Trip Follow-ups											X	X		X		X		X	X	X	X		X	X			
pAch 28	Personal Data Sheet											X			X									X	X			
pAch 29	Leisure Time Mobiles	X										X					X	X								X	X	
pAch 30	Work Orientation (Absenteeism Reporting)					X					X													X	X			X
pAch 31	Work Orientation (Cleaning Work Area)				X							X					X		X				X		X			X
pAch 32	Job of the Day											X			X		X			X	X				X			
pAch 33	A Look at Personality Traits		X								X	X					X		X	X				X	X		X	X
pAch 34	More About Self		X			X						X					X		X	X				X	X	X	X	X
pAch 35	Lesson for Teaching Differences and Accepting Differences		X									X					X		X	X				X	X	X	X	X

PROJECT COMPONENT SECTIONS

Dale Parnell
perintendent of Public Instruction

Leonard Kunzman
Director of Vocational Education

Donald Gilies
Coordinator, Program Development and Evaluation

Dr. Dave Fretwell
Coordinator, Applied Research

PPS

Dr. R.W. Blanchard
Superintendent of Portland Public Schools

Dr. Edwin Schneider
Superintendent's Associate for Instructional Support

Marvin Rasmussen
Director of Career Education

Leonard Carpenter
Assistant Director of areer Education

roy Wallis
Area II Career Education Specialist

PROJECT SCHOOLS

Marshall High School
3905 S.E. 91st Ave.

Barlow Elementary School
3700 S.E. 92nd Ave.

Binnsmead Elementary School
2225 S.E. 87th Ave.

Bridger Elementary School
7910 S.E. Market St.

Clark Elementary School
1231 S.E. 92nd Ave.

Foster Elementary School
5205 S.E. 86th Ave.

Kelly Elementary School
9030 S.E. Cooper

Lent Elementary School
5105 S.E. 97th Ave.

Marysville Elementary School
7733 S.E. Raymond

Whitman Elementary School
7326 S.E. Flavel

odmere Elementary School
3540 S.E. 76th

Youngson Elementary School
2704 S.E. 71st Ave.

AWARENESS
EXPLORATION
PREPARATION

CAREER
EDUCATION

PROJECT CAREER EDUCATION
PCE/K-10

PORTLAND PUBLIC SCHOOLS

Dr. Don W. James
Area II Superintendent

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GOALS, COMPONENTS AND CONCEPTS
FOR
PROJECT CAREER EDUCATION K-10

Attached you will find the project goals, and components and concepts that will be implemented during the 1973-74 school year. The goals, components and concepts were originally developed as an exploration guide by teachers from project schools in June 1972. This is the revised and expanded K-10 project guide developed in June 1973 by building coordinators from project site schools.

If this office can be of further assistance, we will be pleased to honor your request.

Tom Parr
Project Coordinator

PROJECT CAREER EDUCATION K-10

Project Career Education K-10 is based on the overall Area II program goal for Career Education which proposes that:

> Every child shall, upon completion of his public school education, possess sufficient knowledge of many occupational fields, including knowledge of entry requirements, to be able to make an informed selection of an occupational field and shall have developed competencies that enable him to enter into employment or an advanced training program in that field.

PCE K-10 is further divided into CAREER AWARENESS and CAREER EXPLORATION.

CAREER AWARENESS

Every learner, upon completion of the kindergarten through grade six portion of his public school education, will have developed an awareness of the world of work including:

A. knowledge of a variety of occupations and their related tools and duties,

B. knowledge of contribution and interdependence of work done by members of society,

C. relationship of subject matter to the world of work,

D. and an awareness of self as related to the life roles of family, citizen, leisure, and vocation.

Goals for Career Awareness grades K-6 that support the overall Area II Goal should be of sufficient scope and depth to enable each student to:

A. explore and assess personal attitudes, aptitudes, attributes and interests.

B. examine the concepts of work and work roles and the many occupational possibilities.

C. develop attitudes, knowledge and skills needed for effective employment.

D. develop self awareness as related to the life roles.

By the completion of grade 6, students will have attained the Area II goals and sub-goals through their involvement in career awareness activities developed in the PCE K-10 Curriculum Activity Guide, Idea Book, People In Products and Services, and teacher developed career awareness activities.

(Career Awareness continued)

RESOURCES

GOAL: Career Education resources will be used by PCE K-10 schools.

CONCEPTS: Many resources are available in the area of career awareness for use by K-6 teachers.

OBJECTIVES: Every child upon completion of grade six will have become aware of jobs relating to people and things through the use of resources such as printed materials, audio-visuals, and career education activities in the classroom.

RESOURCES:
PCE K-10 Career Activity Guide
People in Products and Services Guide
Idea Book
1973 Audio-Visual Film Catalog
Ryan, C.W., Career Education Programs, Volume I, K-6

FIELD TRIPS

GOAL: Field trips with an emphasis on Career Awareness will be taken by students at each grade level.

CONCEPTS:

1. Field trips are an important means of enabling students to have exposure to people in real life work situations.

2. Field trips may be taken by a small group or a large group.

OBJECTIVES:

Through field trip experiences, the student will:

a. observe the occupational diversity within the industry or business visited.

b. observe and be able to identify jobs relating to people or things within the world of work.

c. observe and be able to identify the health, safety, and grooming standards required by a variety of occupations.

d. observe the dignity of work within a variety of occupational and economic roles.

(Career Awareness continued)

SPEAKERS

GOAL: Speakers with a career emphasis will be used as a means for career awareness at each grade level.

CONCEPTS:

1. Speakers are a valuable resource in a career awareness program. Through an effective speaker program, students have the opportunity to interact directly with persons in various avenues of work.

2. Specific speakers should be used in individual classrooms to further explore interest shown by students.

OBJECTIVES:

By the end of the sixth grade students will:

1. become aware of jobs relating to people and things.

2. become aware of the health, safety, and grooming requirements of the world of work.

3. students will acknowledge that every human being, in every economic role, has human dignity and the right to the respect of himself and others.

K-6 SPEAKER'S GUIDE

1. Indicate the company you work for, its purpose and how many jobs there are in the company.
    a. Number of different jobs
    b. Number employed in each job title
    c. Kinds of work preformed
2. Employment Requirements
    a. What are the educational and training requirements?
    b. How long does it take to learn to do this kind of work?
    c. How old must one be to get a job of this kind?
    d. What are the physical requirements for the job?
3. Working conditions
    a. Is it indoor or outdoor work?
    b. Is the work seasonal?
    c. What hours do you work?
    d. What are the weekly or monthly earnings?
    e. Is there any special clothing or equipment you wear?
    f. How much vacation time?
4. Employer - Employee Expectations
    a. Dress and appearance
    b. Responsibility and authority
    c. Attitude and mutual respect
    d. Interpersonal relationship

CAREER EXPLORATION

Project Career Exploration 7-10 is based upon the Area II Goal of Portland Public Schools which states:

> Every learner shall, upon completion of the grade 7 through 10 portion of his public school education, have explored, through hands-on experiences, many jobs found in broad families of occupations to enable the learner to make an informed, though tentative, choice of a cluster based skill training program in which to participate beginning at grade 11.

I. Goals for Career Exploration grades 7 through 10 that support the overall Area II Goal should be of sufficient scope and depth to enable each student to:

A. gather for his own use as much information about himself as possible -- his needs, goals, abilities, values, interests, attitudes, beliefs, and traditions.

B. learn to use resource materials and personnel for in-depth study of occupations.

C. evaluate himself as a future employee -- what factors about him might affect his getting, holding, and succeeding in a job.

D. recognize the inter-relationship of the life roles: vocational, leisure, family, and citizenship.

E. acknowledge that every human being, in every vocational role, has human dignity and the right to the respect of himself and others.

F. apply and extend the basic skills of reading, computation, composition, spelling, speaking and listening.

THE OUTCOMES LISTED BELOW ARE THE MINIMAL EXPECTANCIES FOR EACH GRADE LEVEL.

II. By the end of grade 7:

A. Given a list of 15 job clusters and related occupations, students will be able to match the two with 80% accuracy.

B. Given the list of 15 jobs, students will place those jobs according to the data, people, things classificiations with 80% accuracy.

(Career Exploration continued)

C. The students will choose and research, independently or in groups, one area of career interest and write a report to be included in the student's file folder.

D. The student will have at least one individually student planned on-site job observation using a written summary/check list to be included in the student's file folder.

E. The student will identify, locate, and use information in three career education resources.

F. The student will use the Job-O survey as a means of identifying individual areas of interest and their related occupations.

G. Each student will demonstrate the safe use of common household handtools such as the hammer, pliers, screwdrivers, adjustable wrench, saw, can opener, and broom.

H. The student will establish an individual file for maintaining career data throughout his school career.

I. The student will have group guidance and personal counselling by a professional staff member to assist in educational planning and course selection, where available, for grade 8.

J. The student will have applied for and received a Social Security card, and have recorded the number in his file folder.

III. By the end of grade 8:

A. Using the self-rating sheet, the student will develop a profile of himself to determine his relationships to jobs that focus on data, people, things. The profile will be in the file folder.

B. Using the USTES Interest Check List survey results, the student will research at least two areas of occupational interest and add these reports to his file folder.

C. The student will have participated in at least one individually planned field trip to observe occupations of personal interest in the community using and filing in his folder the report form.

D. The student will be able to list three of the major industries of greatest employment availability in Oregon. (Tool source: Manpower Resource of the State of Oregon - 1972.)

E. The student will demonstrate ability to find specific occupational information in the Occupational Outlook Handbook for a given job title.

(Career Exploration continued)

F. The student will list two health and safety practices and two grooming requirements for a given occupation. (Purpose: to have the student be aware of the decision making process as related to his personal life style and the world of work.)

G. The student will have had group guidance and personal counselling by professional staff members to assist in educational planning and course selection for grade 9.

IV. By the end of grade 9 each student will:

A. Demonstrate verbally or in writing his understanding of the relationship of a job to family, citizenship, and leisure time.

B. Explore, through a variety of media, at least two businesses representing industries, to become aware of job opportunities.

C. List at least ten of the Oregon clusters and at least five occupations which relate to each cluster.

D. Locate and relate employment trends and projections to at least one occupation of his choice.

E. Hear a minimum of five speakers from the community and record his reactions in his file folder.

F. Identify and record in file folder a maximum of three tentative cluster choices based on instruction, experience, and guidance.

G. Apply for and receive a work permit.

V. By the end of grade 10 each student will:

A. Have had an opportunity to take and have interpreted to him an interest survey and an aptitude test. (Tool source: GATB and USTES Interest Check List.)

B. Have used the CIS as a source of interest information.

C. Have a minimum of eight hours of hands-on experience in a cluster of his choosing and will document this in his file folder.

D. Consider the available career clusters and make a tentative cluster choice utilizing knowledge of himself -- his strengths and weaknesses, needs, values, abilities, and skills.

E. Have on file a satisfactorily written resume including all information identified as important by a job placement specialist.

CROSS REFERENCE #1

CURRICULUM AREA

COMPONENT

Section/ Page	ACTIVITY	CLUSTER														
		Agriculture	Marketing	Health Occupations	Food Services	Bookkeeping/ Accounting	Clerical	Secretarial/ Stenographer	Mechanical	Construction	Electricity/ Electronics	Metals	Drafting	Social Services	Forest Products	Graphic Arts
Art 1	Careers In Art												X			X
Art 2	Advertising Artist															X
Art 3	Architectural Toothpicks												X			
Art 4	Book Illustrator															X
Art 5	Cartoonist															X
Art 6	Commercial Artist															X
Art 7	Fashion Designer															X
Art 8	Greeting Card Illustrator															X
Art 9	Industrial Designer-I												X			
Art 10	Industrial Designer-II												X			
Art 11	Interior Decorator		X													X
Art 12	Package Designer		X													X
Art 13	Stage or Set Designer															X

		CURRICULUM AREA											COMPONENT				ELEMENTS								LIFE ROL			
ction/ Page	ACTIVITY	Art	Health	Home Economics	Industrial Education	Language Arts	Math	Music	Physical Education	Science	Social Studies	Special Achievement	Field Trips	Speakers	Resources -B.B.-	Self-Understanding File Folder	1	2	3	4	5	6	7	8	Vocational	Leisure	Family	Citizen
th 1	What are my roles?		x														x	x	x	x					x	x	x	x
th 2	Personal Knowledge		x													x		x	x	x	x			x	x	x	x	x
th 3	Self-Knowledge		x													x	x	x	x						x	x	x	x
th 4-5	Knowing Me #1 and #2		x														x	x							x	x	x	x
th 6	Character Traits		x															x	x						x	x	x	x
th 7	How Can You Help Your Personality Grow?		x															x	x						x	x	x	x
th 8	Why School?		x	x	x	x	x	x	x	x	x	x					x	x	x	x	x		x	x	x	x	x	x
th 9	Use of Classroom Time		x														x	x	x						x			
th 10	Work Habits & Personality		x													x	x	x	x						x	x	x	x
th 11	Trying to be Someone I'm Not		x	x	x	x	x	x	x	x	x	x						x	x						x	x	x	x
th 12	Leisure Time		x				x										x	x	x		x				x	x		
th 13	A Job Well Done		x								x						x	x	x	x	x			x	x	x	x	x
th 14	Grooming and Manners		x	x													x	x	x		x				x	x	x	x
th 15	Understanding Others		x													x	x	x	x		x			x	x	x	x	x
th 16	My Family		x														x	x	x	x							x	
th 17	Panel Discussion on Family Relationships		x														x	x	x	x							x	
th 18	Friendship		x													x	x	x	x	x				x	x	x	x	x
th 19	The Boss																x	x			x				x			x
th 20	Nutrition		x	x														x	x	x	x	x			x		x	
th 21	Field Trip on Nutrition		x	x									x					x			x				x			
th 22	Traffic Safety		x			x	x				x								x				x					x
th 23	Skeleton		x							x								x					x		x	x	x	x
th 24	Crossword Puzzle	x	x	x	x	x	x	x	x	x	x				x						x		x		x			
th 25	Rat Extermination is Essential!		x							x	x						x		x		x		x		x			
th 26	New Medical Developments in Health		x															x			x		x		x			
th 27	Air Pollution		x							x	x						x		x	x	x				x	x	x	x

		CURRICULUM AREA											COMPONENTS				ELEMENTS								LIFE ROLE			
Section/ Page	ACTIVITY	Art	Health	Home Economics	Industrial Education	Language Arts	Math	Music	Physical Education	Science	Social Studies	Special Achievement	Field Trips	Speakers	Resources -B.B.-	Self-Understanding File Fol	1	2	3	4	5	6	7	8	Vocational	Leisure	Family	Citizen
I.S. 1-2	The Contest			x	x		x		x								x	x	x	x	x	x	x	x	x	x	x	x
I.S. 3	Plastics Unit				x												x	x					x		x	x		
I.S. 4-5	Model Car Construction				x												x	x	x	x	x	x	x	x	x	x	x	x
I.S. 6-7	Finding the Job			x	x	x					x		x				x		x	x	x	x			x			
I.S. 8	How to Keep a Job			x	x	x					x						x	x	x	x	x	x	x	x	x		x	x
I.S. 9	The Machine Operators Posi				x													x		x			x		x	x		
I.S. 11	How Does A Business Start & Operate?			x	x	x					x		x				x	x	x	x	x	x	x	x	x	x	x	x
I.S. 12	Assembly Line Production			x	x						x		x				x	x	x	x	x	x	x	x	x			
I.S. 13	Measurement Unit			x	x		x				x						x	x	x	x	x	x	x	x	x	x	x	x
I.S. 14-15	Field Trip Observation "ABC" Game	x	x	x	x	x	x	x	x	x	x	x	x					x	x	x	x		x		x			
I.S. 16-17	Job Investigation Game "What's My Job?"	x	x	x	x	x	x	x	x	x	x	x			x		x	x	x	x	x	x	x	x	x			
I.S. 1[illegible]	Information Game "What's My Position?"	x	x	x	x	x	x	x	x	x	x	x			x		x	x	x						x	x	x	x
I.S. 19	Time is Money	x	x	x	x	x	x	x	x	x	x	x					x	x	x	x		x		x	x	x	x	x
I.S. 21	Levels of Training				x												x	x	x	x	x	x	x	x	x	x	x	x

Section/ Page	ACTIVITY	Agriculture	Marketing	Health Occupations	Food Services	Bookkeeping/ Accounting	Clerical	Secretarial/ Stenographer	Mechanical	Construction	Electricity/ Electronics	Metals	Drafting	Social Services	Forest Products	Graphic Arts
		CLUSTER														
LA 1.1	Take A Blank To Lunch	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
LA 1.2	Paint Your Wagon	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
LA 1.3	1984	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
LA 1.4	My Family															
LA 1.5	Adults Roles	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
LA 1.6	Parents Work Roles	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
LA 1.7	Survival															
LA 1.8	Finding Classified Advertisements	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
LA 1.9	Classified Advertising and Ways To Use It	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
LA 1.10	Write an Ad, Sell A Friend, Rent A Pet													X		
LA 1.11	Yellow Page Scavanger Hunt															
LA 2.1	Letter Writing	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
LA 2.2	School Newspaper													X		
LA 2.3	Careers For Good Writers		X					X						X		
LA 2.4	Listening Skills	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
LA 2.5	Telephone	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
LA 2.6	Careers For Good Speakers													X		
LA 2.7	Use of Recording Equipment To Gather Data For Informative Article About Life Roles															
LA 2.8	Related Working Conditions	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
LA 2.9	Discovering Jobs	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
LA 2.10	Using Descriptive Words - Identifying Job Titles and Clusters	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
LA 2.11	Producers Club															
LA 2.12	People, Data, Things	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Section/ Page	ACTIVITY	CLUSTER														
		Agriculture	Marketing	Health Occupations	Food Services	Bookkeeping/ Accounting	Clerical	Secretarial/ Stenographer	Mechanical	Construction	Electricity/ Electronics	Metals	Drafting	Social Services	Forest Products	Graphic Arts
LA 3.1-5	Self-Understanding 1. Recognizing Influences/People 2. Recognizing Influences/Places 3. Recognizing Influences/Things Writing A Personal Resume	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
LA 3.6-7	Self-Awareness Unit - Life Story															
LA 3.8	This Is My Life															
LA 3.9	Study Of The Newspaper	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
LA 3.10	Play Production													X		
LA 4.1	Observation Skills	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
LA 4.2	Bus Schedules															
LA 4.3	Slide Presentation	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
LA 4.4	Travel Bureau	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
LA 4.5	Know Your Neighbor	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
LA 4.6	Field Trip/ SRA Kit	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
LA 4.7	Field Trip Log	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Section/ Page	ACTIVITY	CURRICULUM AREA											COMPONENTS				ELEMENTS								LIFE ROLE			
		Art	Health	Home Economics	Industrial Education	Language Arts	Math	Music	Physical Education	Science	Social Studies	Special Achievement	Field Trips	Speakers	Resources -B.B.-	Self-Understanding File Foler	1	2	3	4	5	6	7	8	Vocational	Leisure	Family	Citizen
Math 1	Number Patterns: Where's the Fire?						x										x						x	x	x			
Math 2	Picture Graph - Career Outlook Opportunities						x				x							x					x	x	x			
Math 3	Compensation - Wages						x										x			x		x			x		x	
Math 4	Measuring and Estimating (Treasure Hunt)				x		x											x					x		x		x	
Math 5	Gross Pay vs. Take Home Pay (Net Pay)						x										x				x	x	x	x	x		x	
Math 6	Journeyman and Apprentice Pay Rates				x		x										x				x	x	x	x	x		x	
Math 7	Compensation - Overtime				x												x				x	x	x	x	x		x	
Math 8	Math Outside of School (Story Problems)						x										x	x		x		x		x		x	x	
Math 9	Sets and Their Members						x										x				x				x			
Math 10	Shopping Spree			x			x								x		x		x			x				x	x	
Math 11	Metric Measures						x								x			x			x		x		x		x	
Math 12	Math Related Careers						x											x		x			x		x			
Math 13	Math Field Trip (Positive or Negative)						x		x				x					x			x				x	x		
Math 14	Empirical Probability						x								x				x		x				x	x		
Math 15	Rulers and Measurement						x			x								x			x		x		x	x	x	
Math 16	How 'Bout a Hawaiian Punch #1					x	x				x						x					x			x	x	x	x
Math 17	How 'Bout a Hawaiian Punch #2					x	x				x										x		x		x			
Math 18	Exponents and Scientific Notation						x													x	x		x					

Section/ Page	ACTIVITY	CLUSTER														
		Agriculture	Marketing	Health Occupations	Food Services	Bookkeeping/ Accounting	Clerical	Secretarial/ Stenographer	Mechanical	Construction	Electricity/ Electronics	Metals	Drafting	Social Services	Forest Products	Graphic Arts
HE 1	Child Care Services													X		
HE 2	Clothing Workmanship Quality		X													
HE 3	The Chain Is As Strong As Its Weakest Link								X							
HE 4	Home Economics Field Trip	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HE 5	Comparative Buying - Consumer Education				X											
HE 6	Following Directions - Foods Lesson	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HE 7	Sanitation - Food Handling			X	X											
HE 8	Food Label Reading				X											
HE 9	What's For Lunch?				X											
HE 10	Field Trip To Flight Kitchen				X											
HE 11	Paying For Trading Stamps		X													
HE 12	I'd Like To Buy															
HE 13	Are You A Living Doll or A Little Demon?															
HE 15	Grooming	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HE 16	Good Grooming	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HE 17	Decision Making	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HE 18-20	Self Understanding	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HE 21	Is It Worth It?	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HE 22-23	First Reactions Count!	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HE 24	Four Speakers - Hotel Management													X		
HE 25	Transportation	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HE 26	Speaker - Manager of Large Restaurant				X											
HE 27-28	Try It, You'll Like It?			X	X	X								X		
HE 29-30	Safety First--and Second, Too!													X		
HE 31-32	Are You A Good Risk?	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Section/ Page	ACTIVITY	CLUSTER														
		Agriculture	Marketing	Health Occupations	Food Services	Bookkeeping/ Accounting	Clerical	Secretarial/ Stenographer	Mechanical	Construction	Electricity/ Electronics	Metals	Drafting	Social Services	Forest Products	Graphic Arts
Mu 1	Group Singing and The Leisure Life Role 1													X		
Mu 2	Group Singing II													X		
Mu 3	Group Singing III													X		
Mu 4	Music Affect The Leisure and Family Life Roles													X		
Mu 5	Field Trip To The Music Store		X					X						X		
Mu 6-9	Let Your Fingers Do The Walking		X			X	X	X		X				X		
Mu 10	Speakers For Music Career Awareness and Exploration													X		
Mu 11	Community News In Music-1						X							X		
Mu 12	Community News In Music-II													X		
Mu 13	Wanted: For Heart of Kids						X	X								X
Mu 14	Who's Who In Music													X		
Mu 15	Apply The Inquiry Method To Music													X		
Mu 16	20 Questions		X			X	X	X		X	X	X	X	X		X
Mu 17	Concentration	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Mu 18	Student-Adult Responsibilities	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Mu 19	A Collage of Musical Occupations													X		
Mu 20	Who Am I?													X		
Mu 21	Job Awareness In Music-1													X		
Mu 22	Job Awareness In Music-2													X		
Mu 23	Occupations Related To Musical Productions		X			X	X	X	X	X	X		X	X		X